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ABSTRACT

This guidebook summarizes learning on the role of intermediaries and how to build organizations that perform intermediary functions effectively and efficiently. An introduction defines intermediaries, in the context of youth-serving systems, as staffed organizations that connect schools and other youth-preparation organizations with workplaces and other community resources so young people can combine learning with doing and become better prepared for postsecondary learning and careers. Part I details the strategic and operational functions of intermediaries. With 14 real-world examples, this part demonstrates the diversity of experimentation across the nation, while highlighting common features of effective intermediary entities and activities. Part II elaborates on a five-stage model that describes the process of connecting schools and youth-serving organizations with workplaces and community resources. Part III outlines issues that organizations involved in the School-to-Work Intermediary Project have identified as critical to sustaining intermediaries linking schools and workplaces. Part IV explains how to use a set of design and implementation tools developed by the project to assist local youth-serving efforts. The appendix provides details on the project, including a summary of its activities, information on contacting members of the Intermediary Network, and the directory to a companion CD-ROM available separately. (YLB)

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# THE INTERMEDIARY GUIDEBOOK

## Making and Managing Community Connections for Youth

ENGAGED LOCAL LEADERSHIP

SUPPORTIVE POLICIES

COORDINATED SERVICES

MEASURABLE IMPACTS

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Produced for the
**School-to-Work Intermediary Project**
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*The Intermediary Guidebook* brings together the results of the first 18 months of research and practice in the School-to-Work Intermediary Project. Launched in the fall of 1998, the project is designed to strengthen and raise the public profile of local, state, regional, and national organizations that connect educational institutions, workplaces, and other community resources. It is funded by the National School-to-Work Office, a joint initiative of the U.S. Department of Labor and the U.S. Department of Education.

*The Intermediary Guidebook* was prepared by the project's two lead partners, Jobs for the Future and New Ways to Work. The other project partners are the AFL-CIO Working for America Institute, the Bay Area School-to-Career Action Network, the Boston Private Industry Council, the Center for Workforce Preparation of the U.S. Chamber of Commerce, the Corporation for Business, Work, and Learning, and the National Alliance of Business.

For more information on the School-to-Work Intermediary Project, see the Appendices and the project Web site: www.intermediarynetwork.org.

The principal authors of *The Intermediary Guidebook*, drawing on the project's research materials and tools, were Marc Miller and Richard Kazis of Jobs for the Future, Steve Trippe and Glenn Eagleson of New Ways to Work, and Lois Ann Porter. Part II, Stages of Making and Managing Community Connections, draws on materials prepared by William Diehl of the Corporation for Business, Work, and Learning. The graphic charts and tools were designed by Bonfire Communications in collaboration with New Ways to Work.

Jobs for the Future and News Ways to Work wish to thank the National School-to-Work Office, the organizations that have been part of this initiative, and the many intermediaries around the country that are connecting schools, workplaces, and other community resources for the benefit of young people.

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Additional copies of *The Intermediary Guidebook* can be downloaded from the School-to-Work Intermediary Project Web site: www.intermediarynetwork.org.

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*Case Studies* of effective intermediary organizations

*Issue Briefs* on topics relevant to intermediaries

*Snapshots* illustrating high-value intermediary activities

**Introduction:**

# Why Intermediaries Matter

## Why do we need organizations whose job is to connect schools and their communities?

Across the country, educators at all levels, business people, workers, parents, and others are creating ways to connect schools and other youth-serving institutions to the broader community, and to the local economy in particular. In communities large and small, these experiments have explored diverse ways to organize and sustain complex community connections in order to improve young people's opportunities to succeed in postsecondary education and careers. The purpose of *The Intermediary Guidebook* is to help people engaging in these efforts learn from one another, sharpen their planning, and improve their implementation.

The rationale for strengthening the links of youth-serving institutions to workplaces and other community partners is clear, as is the importance of organizations and systems committed to making those connections meaningful and sustainable.

For young people to succeed in life, they need to develop *competence, confidence, and connections to real-world experiences* at each point of their educational and career development. Our schools cannot do this alone, nor can youth-development or workforce preparation organizations. They need partners. For this reason, in many communities, new collaborative structures have emerged, designed to promote young people's self-confidence about their abilities, increase their connections to adults and opportunities, and foster the academic and work-related competencies they need to succeed.

These partnerships do not come together automatically; nor can they be sustained without significant commitments of time and resources. School personnel typically have little experience engaging workplace partners. Employers also face serious barriers to participating in school-to-work initiatives.[1] Indeed, a national survey found that employers identified the lack of support from school personnel as the most serious barrier to the success of work-based learning. Their most common dissatisfaction was the "unreliability of scheduling student placements."[2] Without organizations equipped to convene key stakeholders, broker youth services, measure outcomes, and promote policies that sustain effective practice, the constructive involvement of workplace partners and other community institutions with young people is seriously constrained—as is the potential for expanding the scale and increasing the rigor of these efforts.

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[1] The term "school-to-work" is used here, reflecting the School-to-Work Intermediary Project's funding from the National School-to-Work Office. However, the term "school-to-career," which has become more prevalent since the enactment of federal legislation creating that office, better reflects the goals of this effort: to improve pathways for youth into postsecondary learning and careers.

The focus of schools and training institutions is and ought to remain educating and preparing youth, while productivity and profitability are the priorities of workplaces. To bring these disparate worlds together to serve a community's youth requires organizations prepared to play an *intermediary* role—committed, structured, and staffed to create and support effective, efficient collaborations. An organization (or a collaboration of several organizations) that acts as intermediary can minimize implementation challenges. It can reduce the administrative burden on both employers and youth-serving institutions, troubleshoot day-to-day operations, advocate for quality and efficiency, and build strong public and political support for efforts to connect learning with the community.

In a 1998 policy statement, the business-led Committee for Economic Development emphasized the importance of local intermediary organizations, observing that their existence has characterized those "school-to-career efforts that have expanded most rapidly and . . . integrated school and work experiences most effectively." According to CED, "These intermediaries are especially important for small and medium-sized firms that have minimal human resource or community relations staff capacity. In addition, they can reduce the coordination burden for participating schools."

The growth of intermediaries is part of a broad trend within our economy and society toward fluid, networked, and interactive systems for organizing multi-partner communications and collaboration. As innovative, project-specific, and goal-oriented partnerships are emerging across the economy and society, so, too, are organizations to broker and simplify these relationships.

The explosion of organizations performing intermediary roles for school-to-work activities is part of a dynamic that will outlast and transcend the catalyst provided by federal funding under the School To Work Opportunities Act of 1994. The need for the intermediaries that are the focus of *The Intermediary Guidebook* will only grow in the coming years, even as these organizations change in response to the evolution of youth policy institutions and programs.

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[2] *The Employer's Role in Linking School and Work*. Washington, DC: Committee for Economic Development, 1998.

**What is an intermediary?**

In the context of youth-serving systems, including school-to-work initiatives, intermediaries are staffed organizations that connect schools and other youth-preparation organizations with workplaces and other community resources so that young people can combine learning with doing and become better prepared for postsecondary learning and careers.

**What do intermediaries do?**

Four *strategic intermediary functions* are critical to successful, sustainable community efforts to connect work and learning for young people:

- Convening local leadership;
- Brokering and/or providing services to workplace partners, educational institutions, young people, and the youth-serving system;
- Ensuring the quality and impact of local efforts; and
- Promoting policies to sustain effective practices.

Intermediaries, of course, adapt their activities to meet local opportunities and needs. Within a given community, these four functions can be performed by an existing organization, a newly created entity, or a collaborative involving several institutions. Yet whatever the structure, the existence of organizations that fulfill these functions is essential to the operational success and long-term sustainability of community-wide efforts to connect youth to the workplace and employers to the classroom.

## Convening Local Leadership

Intermediaries bring key leaders together and provide a forum for ongoing dialogue and decision-making about joint efforts. They convene leaders of educational and other youth-serving institutions, businesses, and other community resources to improve young people's pathways into postsecondary learning and careers.

To accomplish this function, intermediaries engage in activities that may include but are not limited to:

- Identifying and engaging local leaders;
- Convening the local leadership body around issues of common concern;
- Building a common vision among key stakeholders; and
- Creating a forum for building a system that connects schools and other youth-serving institutions with workplaces and other community resources.

## Brokering and/or Providing Services

Intermediary organizations perform key, day-to-day, operational functions in their communities. They work:

- *With employers/workplace partners* to create demand for working with youth and provide services to address the needs of the partners;
- *With schools and youth-serving organizations* to build staff awareness and buy-in and provide services to support school involvement;
- *With youth* to connect them to appropriate quality experiences and improve the quality of work-based learning; and
- *With all partners* to provide the communications link among partners and create a system focused on quality and continuous improvement.

## Ensuring Quality and Impact

Intermediaries frequently evaluate the operations and impact of local efforts to connect schools and workplaces. They regularly review program performance, promote continuous improvement, and encourage adjustments in strategies and activities based on their assessments of performance.

To accomplish this function, intermediaries may engage in activities that include but are not limited to:

- Setting goals and measuring success;
- Using data to improve performance;
- Conducting regular and formal reviews;
- Commissioning or conducting external evaluations; and
- Sharing information, strategies, findings, and results.

## Promoting Policies to Sustain Effective Practices

Intermediaries frequently develop, promote, and influence policies that strengthen the ongoing connections of schools and other youth-serving institutions with workplaces and other community resources.

To accomplish this function, intermediaries may engage in activities that include but are not limited to:

- Generating public awareness and support;
- Influencing programmatic, local, and state policies;

- Connecting to and aligning with other systems;
- Representing the labor market interests of workplace partners;
- Generating resources; and
- Promoting the long-term commitment to education.

## How do intermediaries evolve? What are their stages of development?

The School-to-Work Intermediary Project has developed a five-stage model for describing the process of connecting schools and other youth-serving organizations with workplaces and other community resources. To be adapted based on local needs, resources, and goals, this flexible model is designed to help community partners visualize and identify their progress in making and managing community connections. It is a road map to success, continuous improvement, and *system-building*.

This model incorporates five stages:

- *Discovery:* Analyzing the existing condition;
- *Design:* Planning for implementation;
- *Incubation:* Piloting strategies, services, and programs;
- *Growth:* Expanding activities; and
- *Integration:* Institutionalizing the activities in a system that makes and manages community connections.

As partners Discover, Design, Incubate, Grow, and then Integrate strategies and activities, a larger *system* emerges. Intermediary organizations play a critical role in engaging community partners in the five-stage development process to build a more effective system for making and managing community connections.

## About *The Intermediary Guidebook*

The School-to-Work Intermediary Project seeks to strengthen and raise the profile of local organizations that connect schools and other youth-serving organizations with workplaces and other community resources. Since 1998, it has:

- Conducted research on strategies and activities of local intermediary organizations;
- Worked with 25 intermediaries to strengthen, and accelerate improvement in, their convening and connecting activities;
- Disseminated research, findings, and best practices through the project Web

site, public presentations, project intersite meetings, and other venues; and

- Launched and staffed an Intermediary Network that supports peer learning opportunities and provides a voice for these organizations in national, state, and local policy arenas.

To advance practice and policy, *The Intermediary Guidebook* summarizes the learning gained to date through these activities on the role of intermediaries and how to build organizations that perform intermediary functions effectively and efficiently.

Part I, *Building a Strong Intermediary,* details the strategic and operational functions of intermediaries. With 14 real-world examples, this part demonstrates the diversity of experimentation across the nation, while also highlighting common features of effective intermediary entities and activities.

Part II, *Making and Managing Community Connections,* elaborates upon a five-stage model that describes a continuous-improvement cycle. Intermediaries frequently guide this cycle as a community's institutions come together to strengthen and improve the links between work and learning for youth.

Part III, *Looking Ahead,* outlines several issues that organizations involved in the School-to-Work Intermediary Project have identified as critical to sustaining intermediaries linking schools and workplaces in the coming years. In particular, it introduces challenges and choices that arise with the winding down of funding for intermediary activities under the School To Work Opportunities Act of 1994.

Part IV, *How to Use the Tools,* explains how to use a set of design and implementation tools developed by the School-to-Work Intermediary Project to assist local youth-serving efforts. These tools are based upon the framework presented in the introduction and Parts I and II.

The Appendix provides details on the School-to-Work Intermediary Project, including a summary of its activities and information on contacting the members of the Intermediary Network.

To supplement this volume, the School-to-Work Intermediary Project has prepared a CD-ROM, which is included in this publication. It contains the tools introduced in Part IV, as well as case studies of ten innovative intermediaries, fifty snapshots of promising practices, and three issue briefs prepared by the project. Most of the material on the CD-ROM is also available through the project Web site: www.intermediarynetwork.org.

**Part I:**

# Building a Strong Intermediary: Learning from the Field

Around the country, a variety of organizations have demonstrated innovative and effective ways to organize and promote community efforts to connect work and learning more effectively for young people. To help guide others engaged in such efforts, the School-to-Work Intermediary Project has distilled promising practices from the collective experience of some of these organizations.

The examples presented here illustrate the diversity of experimentation across the nation, while also highlighting common features of effective intermediary entities and activities. Based on site visits, interviews, and written materials, these examples can help local partnerships and collaboratives develop strategies and plans for sustaining closer connections between youth-serving institutions and their community and workplace partners. Organized according to the primary strategic and operational functions of intermediary organizations, the examples draw strongly upon the experience of the members of the Intermediary Network, established through the School-to-Work Intermediary Project.

## Strategic Function:
## Convene local leadership

*Intermediaries bring together key leaders and provide a forum for ongoing dialogue and decision-making about joint efforts. They convene leaders of schools, other youth-serving institutions, businesses, and other community resources to improve young people's pathways into postsecondary learning and careers.*

### Tasks:

To convene key stakeholders, intermediary organizations:

- Identify and engage local leaders;
- Convene the local leadership body around issues of common concern;
- Build a common vision among key stakeholders;
- Create a forum for building a system that connects schools and other youth-serving institutions with workplaces and other community resources.

## Capital Area Training Foundation, Austin, Texas

### *Organizing employers to support their priorities for, and activities in, school-to-career and workforce development*

The Capital Area Training Foundation (CATF) is explicitly employer-led, based on the assumption that employers are more likely to take "ownership" of and participate in specific education reforms if they also own and direct the support and delivery systems. By organizing firms to articulate their needs with a unified and coherent voice, CATF gives industry a deeper influence over schools and training providers.

Most CATF school-to-career activities are devoted to providing organizational support for, and staffing of, six industry-sector steering committees: high technology, construction, automotive technology, criminal justice, health care, and consumer service (retail sales, hospitality, travel, and tourism).

Each steering committee is composed of employers who are familiar with the needs of their industry and with changes in technology and skill requirements. In addition, each includes representatives from educators engaged in school-to-career academic programs in area schools and from community organizations and local colleges. In practice, this means that although CATF responds primarily to employer priorities, initiatives proceed only if they have buy-in and support from both the employers and the educators that make up the steering committee membership. Also, the sector-wide approach makes it more likely that committee work results in sector-wide efforts, rather than solutions responding to the particular needs of a single firm. Decisions on industry-specific strategies vary by committee, although all are made by consensus of employer members in collaboration with the education sector and other interest groups.

Industry-cluster committees represent a departure from the way many school-to-career partnerships accomplish their tasks. CATF selected these industry sectors have to reflect the Austin region's economic profile. That makes it more likely that schools prepare young people for real opportunities in the local labor market. In contrast, partnerships centered on schools, school districts, or postsecondary institutions often organize themselves around existing in-school programs, especially for vocational education. These priorities do not necessarily reflect the structure of the local or regional economy or the skills that industries need but traditional educational programs are not serving.

To support each steering committee, CATF assigns staff members known as *Industry Liaisons*. The liaisons have included retired business executives as well as professionals recruited to serve committee support positions. In a few cases, CATF has hired staff who come from a primarily educational background, but the vast majority of Industry Liaisons come from the private sector and have direct knowledge about their industries.

The committee structure emphasizes a new role for employers. Rather than act in their more traditional role as patrons of a school, employers use the committees to underscore that they are full partners in designing and operating efforts to connect work and learning for youth.

*Contact: Rip Rowan, CATF, P.O. Box 15069, Austin, TX 78761-5069, (512)323-6773, ext. 154, rrowan@catf-austin.org, www.catf-austin.org*

*See School-to-Work Intermediary Project Case Study: Capital Area Training Foundation. The case study is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Philadelphia School District, Office of Education for Employment/Philadelphia Youth Network, Pennsylvania

### *Generating and coordinating resources to support school improvement and community development*

The Philadelphia School District's Office of Education for Employment (EfE) supports school-to-career implementation as a key component of the systemic education reform agenda known as Children Achieving. EfE fosters partnerships among schools, employers, and other community allies to improve young people's educational and career opportunities, while ensuring that the skills of the workforce match the needs of local employers.

While EfE has functioned as the primary intermediary in Philadelphia's school-to-career system, many of these responsibilities are shifting to a new, non-profit organization, the Philadelphia Youth Network (PYN). Created in 1999, PYN is a capacity-building organization designed to coordinate the activities of the city's many organizations involved in youth development. The details of which school-to-career responsibilities will remain with EfE, which will transfer to PYN, and which they will share are being worked out gradually.

PYN is designed to align and sustain the work and resources of the Philadelphia School District, employers, and other partners not only around school-to-career and education reform but also for workforce development and youth development. By integrating programs of the various partners, a comprehensive and coordinated youth development system will be aligned with Children Achieving's comprehensive education reform agenda.

As Philadelphia tackles the daunting challenge of bringing school-to-career "to scale" in a large urban metropolis, the decision to create an independent intermediary was seen as a logical step—and one that has had broad support, including that of the mayor, the superintendent, the PIC, and other business and community leaders. PYN's founding organizations felt that, given the twin goals of youth development and workforce development, locating the new organization within any one partner could have implied that it was, in some way, "owned" by or overly responsive to one group or mission. Moreover, independence could help the organization withstand political changes in the city or within PYN partners.

Further, because PYN is not part of the Philadelphia School District, it will be better positioned to take advantage of, and respond to, the multiple opportunities presented by the passage of the Workforce Investment Act, the restructuring of the Philadelphia Private Industry Council (PIC), and the need for structures that promote the long-term sustainability of youth development initiatives, including school-to-career.

In late 1999, EfE began transferring responsibility for overall coordination of school-to-career programs to PYN, which will support various initiatives now being implemented as collaborations of EfE, the Private Industry Council, and other partners. While the precise delineation of PYN responsibilities will be determined in the coming years, these will include support for or direct management of a number of activities related to school-to-career:

- *Partnership development, capacity building, and planning:* Convene youth-serving agencies and representatives of other constituencies with an interest in youth development to coordinate resources and develop a service-delivery system based upon a set of priorities that prepares youth for academic success and economic self-sufficiency;
- *Program development:* Identify standards of practice for the field of youth development within Philadelphia;

- *Contract procurement:* Identify training organizations to provide youth development services, issue formal contracts, monitor progress, and collect data on performance and contract compliance;
- *Tracking trends:* Seek to understand, translate, and align data, research, and other information from the various sectors that impact and interconnect with youth development (i.e., the labor market, economy, community, and workforce development); and
- *Development:* Identify and align existing funding streams and resources and seek additional funds to support youth development.

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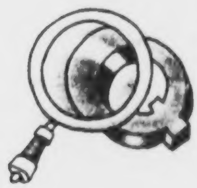
*See School-to-Work Intermediary Project Case Study: School District of Philadelphia Office of Education for Employment/Philadelphia Youth Council. The case study is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Strategic Function:
## Ensure the quality and impact of local efforts



*Intermediaries frequently evaluate the operations and impact of local efforts to connect schools and workplaces. They regularly review program performance, promote continuous improvement, and encourage adjustments in strategies and activities based on their assessment of performance.*

### Tasks:

To ensure the quality and impact of local efforts, intermediary organizations:

- Set goals and measure success;
- Use data to improve performance;
- Conduct regular and formal reviews;
- Commission or conduct external evaluations;
- Share information, strategies, findings, and results.

**Boston Private Industry Council, Massachusetts**

***Measuring progress as a mechanism for holding each partner accountable for the collective endeavor of creating a school-to-career system***

For almost 20 years, the Boston Private Industry Council (PIC) has engaged with public education reform as central to its mission: making the workplace a learning place for Boston's youth and adults. The PIC has achieved national recognition for its services as an intermediary—organizing, staffing, and leading the participation of employers in school-to-career. Particularly since the mid 1990s, it has worked closely with the Boston Public Schools (BPS) to develop an array of innovative programs. As the lead partner in Boston's school-to-career system, the PIC convenes Boston's school-to-career leadership body, brings together stakeholders around issues of common concern, and helps the community build and maintain a common vision for school-to-career.

Measurement of progress has been essential to the partnership between BPS and employers. Business and community leaders place a high priority on measuring school-to-career's system-wide growth, quality, and impact on youth.

Boston uses two types of indicators for measuring the outcomes of the school-to-career system:

- *School-based indicators* evaluate the effect of school-to-career activities on classroom practice, while also helping make it possible to correlate the impact of work-based learning to student achievement.
- *Work-based indicators* evaluate the quantity of work-based learning placements, the efforts of supervisors to help students meet established learning goals, and the impact of school-to-career initiatives on post-graduation outcomes, including employment and college success.

The BPS gathers the school-based data, which BPS and the PIC use to compare the performance of students in career pathway programs to the student body as a whole on such indices as grades, attendance, and dropout rates. Complementing in-school data is information on postsecondary attendance and employment. For example, in 1998, a PIC survey that compared students in an intensive career-pathways program to a control group put the spotlight on the most important student outcome: success in life after high school.

At the same time, the PIC gathers data on the growth of employer involvement in school-to-career at the three levels of engagement. At the most intensive level, engagement in career pathways, the number of employer partners rose from 46 in 1995-96 to over 200 in 1999-00.

The *Work Based Learning Plan* is Boston's (and the state's) main vehicle for restructuring work-based learning and assessing student outcomes in the school-to-career system. Students, teachers, worksite supervisors, and school-to-career staff complete the plan for each placement to enhance the quality of worksite learning. This process radically revises occupation-specific training plans to focus on broad "competencies" (e.g., communications, problem solving, interactions with others) that employers, schools, and community members have agreed are essential to success in higher education and the world of work.

Based on the learning plan, worksite supervisors provide the PIC with data focused on what takes place in work-based learning and how well those experiences measure up to the stated goals. Initial efforts to evaluate the impact of work-based learning on academic achievement suggest that lasting improvements in student work are less likely without such a plan.

With this framework to assess the intensity and quantity of school-to-career programming, the PIC and its partners can test the efficacy of the evolving instructional system in actually improving student outcomes, the ultimate goal of educational reform. Evidence of school-to-career's positive impact on young people's postsecondary education and employment can help shift discussion from scores on standardized tests to a broader conception of school and student success. In Boston, where the growth of school-to-career has coincided with the emergence of standards-based educational reforms, the PIC's postsecondary education and employment research provides important evidence that school-to-career makes a positive impact on students.

*Contact: Neil Sullivan or Aaron Yeater, Boston PIC, 2 Oliver Street, Boston, MA 02109, (617)423-3755, www.bostonpic.org*

*See School-to-Work Intermediary Project Case Study: Boston Private Industry Council. The case study is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## LEED-Sacramento, California

***Using industry skill standards as the basis for restructuring educational curricula and programs, supporting entrance into careers, and economic development planning***

LEED-Sacramento is the primary school-to-career intermediary in the Sacramento region. It convenes and organizes senior and "front-line" staff from school-to-career partners in four counties with leaders from many businesses and industries, nine school districts, four postsecondary institutions, and several community-based organizations, as well as representatives from government, labor, and other key stakeholder groups.

The range of intermediary functions that LEED plays in connecting employers, schools, students, and teachers relates, directly or indirectly, to the use of skill standards. This includes: employer engagement and organizing work-based learning experiences, curriculum development, student assessment, and involving teachers and schools.

LEED involves employers in school-to-career through industry consortia, each with one or more sets of industry skills standards. Over 135 employers serve on these consortia, seven of which are in place: financial services, health, public safety, human services, retail and marketing, high-tech and communications, and bioscience. LEED is now establishing consortia in construction and development, hospitality and tourism, and transportation.

Over 500 employers provide students in career academies and career pathways with work-based learning opportunities tied directly to skills standards. LEED has trained over 60 worksite supervisors to manage and expand these work-based learning opportunities, and it placed over 6,000 learners in work-based learning opportunities, significantly increasing the number of work-based learning opportunities each year. LEED has also involved employers in working with educators on integrating school curricula and courses with skills standards.

The industry consortia, working with LEED staff, consultants, and area educators, design processes and create sets of student assessments to measure core skills. Based on the skill standards, these assessment batteries result in a "skills certificate," a certification system that students, employers, and education and training providers all recognize. LEED has developed and field-tested student assessment batteries for four industry sectors, with four more under development. These "Level One" assessments measure basic employability skills (SCANS skills) within the context of specific industry areas.

Human resource and training and development personnel from consortia companies serve on an Assessment Development Committee that develops these assessments. Assessment batteries include: written math and reading tests, a critical thinking test, a problem-solving test, oral scenarios (authentic work-based problems presented and solved orally), and a presentation portfolio.

Every high school in LEED's partner districts uses skills standards to establish academies and pathways and guide curriculum development, and the standards are LEED's main vehicle for organizing teacher and school involvement in school-to-career activities, including the formation of career academies and career pathways and the training that LEED staff conduct on curriculum integration techniques for educators. LEED has trained over 600 education and training providers on curriculum integration methodologies and provided up to 10 staff development days or release days per year to over 300 educators for curriculum and assessment development. The educator teams in LEED's training have established or expanded 60 career academies, with at least one in every high school in the nine districts. Those high schools with only one or two academies have also organized students into less structured career pathways.

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*See School-to-Work Intermediary Project Case Study: LEED-Sacramento. The case study is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Strategic Function: Promote policies to sustain effective practices

*Intermediaries frequently develop, promote, and influence policies that strengthen the ongoing connections of schools and other youth-serving institutions with workplaces and other community resources.*

### Tasks:

To promote policies to sustain effective practices, intermediary organizations:

- Generate public awareness and support;
- Influence programmatic, local, and state policies;
- Connect to and aligning with other systems;
- Represent the labor market interests of workplace partners;
- Generate resources;
- Promote the long-term commitment to education.

### Sonoma County School-to-Career Partnership, California

***Helping ensure that work-based learning experiences are broadly available to all students***

For several years, the Sonoma County (California) STC Partnership has combined a variety of sources of private, local, state, and federal dollars to support its emerging work-based learning system. The partnership considers its blending of funding streams to be absolutely essential for both system development and sustainability.

Federal dollars from the School To Work Opportunities Act support the infrastructure to link schools, students, employers, and community-based organizations. The partnership convenes key stakeholders through its network of six Regional Partnership Councils that develop those linkages and maintain the connection between students and the world of work. The partnership awards site grants to these councils, which are responsible for recruiting employers, coordination, and service delivery within their regions.

Besides the school-to-work funds, state TANF dollars and Workforce Investment Act funds support work-based learning for income-eligible youth (with 30 percent of WIA funding targeted for out-of-school youth). One-tenth of this money targets special projects to serve all youth, not just income-eligible youth. WIA

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funds also support the intermediary role of the Regional Partnership Councils, which allocate WIA funds. In addition, District and County Education funds support programs for targeted populations, such as youth with disabilities and the children of migrant workers. These efforts link their population to workforce preparation activities.

Clearly, much of this funding comes with restrictions; blending these streams with money from unrestricted sources allows the partnership to serve all young people. In addition to public dollars, employers throughout the county fund work-based learning opportunities. These include paid employment, internship opportunities, mentors, and job shadowing events for students and industry days and fellowships for teachers.

*Contact: Helen Ramstad, Sonoma County STC Partnership, 5340 Skylane Boulevard, Santa Rosa, CA 95403, (707)524-2851, hramstad@scoe.org.*

*See School-to-Work Intermediary Project Issue Brief: "School-to-Work Opportunities for All Youth: Intermediary Organizations and Expanding Options." The issue brief is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Oregon Business Council/Oregon Worksite 21

### *Supporting and defending education reform legislation on a state-wide basis*

In 1991, Oregon embarked on a comprehensive education reform agenda. The guiding legislation, the Oregon Educational Act for the 21st Century (HB 3565), put in place a series of initiatives to help the state achieve its goal of world-class excellence for its students and workforce.

The Oregon Business Council, whose directors represent 43 of the state's 100 largest employers, has been a leader in advocating for and participating in the implementation of Oregon's education reforms. Shortly after the passage of HB 3565, OBC committed to its full and aggressive implementation. In many ways, from testifying before legislative committees, to playing a leadership role on state-level policy committees, to adopting an entire school district, it has kept education reform at the top of its agenda.

Without business support in the 1995 and 1997 legislative sessions, Oregon might have repealed the act, succumbing to small but vocal factions opposed to standards-based reform. OBC executives were vocal in expressing support for the act through numerous meetings with individual legislators and with legislative committees. The key message was to "stay the course."

OBC members and staff also take part in high-level task forces that accelerate school reform. For example, Keith Thomson, former Oregon site manager for Intel Corporation, chairs both OBC's education task force and the 30-person state-wide School Transformation Advisory Council, which oversees a cross-institutional team that is charged with developing a detailed plan for reform. In addition, OBC staff serve on the state-wide school transformation Implementation Team. Led by the Governor's Office, the team works with the Department of Education and others to coordinate implementation strategies of the education reform legislation.

As part of its efforts to preserve and advance education reform, the Oregon Business Council promotes school-to-career to the public. For example, it played a leadership role in securing funds for and designing a state-wide communications campaign to inform parents, students, and teachers about education reform.

OBC's primary constituency, however, is its member companies, along with the broader employer community. Many OBC members have been active in school-to-career, and these employers are among Oregon's leading spokespeople for strengthening the connections between schools and employers on behalf of the state's young people.

OBC members also recognize that employers are only half the equation in successful school-to-career efforts. These companies want to reach out to educational initiatives, yet working with schools, students, and teachers is not the primary business of employers. Similarly, educators are often unfamiliar with employer expectations and workplace requirements. To address this mismatch and to support the changes underway in public education, the council created Oregon Worksite 21 in 1996.

Oregon Worksite 21 is designed to build employer capacity to develop and maintain partnerships with education. Worksite 21 provides communication materials, training tools, and consulting assistance to assist employers in their school partnerships. It also encourages employers to support four goals:

- Employers will embrace Oregon's school transformation and educate their employees about it.
- Employers will help educators redesign school systems to align with the state's new academic and career-related standards.
- Employers will value certificates of mastery.
- Employers will forge relationships with schools and open their doors to provide work-based learning experiences for students and teachers.

Together, the Oregon Business Council and Oregon Worksite 21 have helped set the stage for the statewide expansion of school-to-career and the provision of school-to-career opportunities for large numbers of young people.

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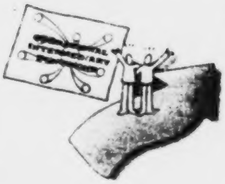
*See School-to-Work Intermediary Project Case Study: Oregon Business Council/Oregon Worksite 21. The case study is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Strategic Function:

### Broker and/or provide services to employers, educational institutions, young people, and the youth-serving system



*On a day-to-day basis, intermediary organizations perform eight key, operational functions in their communities.*

*They work with employers/workplace partners to:*
- Create demand for working with youth; and
- Provide services to address the needs of these partners.

*They work with schools and other youth organizations in the community to:*
- Build staff awareness and buy-in; and
- Provide services to support school and youth-organization involvement.

*They work with youth to:*
- Connect all youth to appropriate quality experiences; and

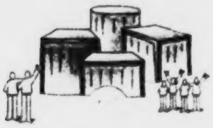
- Promote and improve the quality of work-based learning.

*They work with all partners to:*

- Provide the communications link among partners; and
- Create a system focused on quality and continuous improvement.

The examples on the following pages illustrate how intermediaries perform these operational functions.

## Create demand among employers and workplace partners



*Intermediaries coordinate employer engagement efforts and streamline the system for employer contact. For example, they:*

- Coordinate and conduct marketing activities;
- Consolidate marketing resources;
- Survey employer needs and industry trends;
- Survey and identify the available youth pool;
- Train school and community-based employer outreach staff;
- Address regional barriers (e.g., transportation) to employer engagement.

### Connecticut Business and Industry Association Education Foundation

***Helping local employer associations and individual firms recruit employers for school-to-career initiatives and strengthen their involvement***

With 10,000 members, primarily small to medium-sized employers, the Connecticut Business and Industry Association is the nation's largest state-wide business service organization. Through its non-profit affiliate, the CBIA Education Foundation, the association creates and supports effective school-business partnerships that help develop a qualified, skilled workforce.

While CBIA develops processes and tools for involving the state's employers in school-to-career activities, it believes that it is critical to build *local* employer capacity for partnerships with schools. Toward that end, CBIA established a program of School-to-Career Employer Incentive Grants to help local and regional intermediaries in their efforts to involve employers in school-to-career. The grants are a major component of CT Learns, Connecticut's school-to-career initiative, which began in 1997-98. The grant program is an example of a intermediary operating on the state level to serve and work through other intermediaries at the state and regional level.

CBIA asks organizations to propose activities that would encourage and fund employer involvement in local and regional school-to-career efforts. Representatives of the state Department of Education, regional school-to-career partnerships, and the CBIA Education Foundation Advisory Board evaluate the proposals based on the project rationale, the organizational capacity and track record, the project plan, and measurable outcomes. Most important, the evaluators look at sustainability: the grants are intended to provide "seed" funding.

In 1996-97, successful applicants received grants ranging from $5,000 to $25,000 to:

- Enhance and expand business school-to-career participation;
- Plan and develop work-based learning opportunities for students and educators;
- Link work-based learning activities to school-based learning; and
- Undertake other activities that add value to school-to-career activities.

In 1997-98, CBIA awarded $185,000 to eleven local chambers and trade associations. The next year, it awarded over $340,000, renewing all the original eleven projects and adding fifteen more. In 1999-2000, CBIA awarded $150,000 to the fifteen new grantees from year two.

All grantees use school-to-career tools that CBIA has developed as part of CT Learns. These include eight Connecticut Industry Skills Standards booklets, developed by committees of educators and industry and community representatives. The booklets, which form the cornerstone of CT Learns, outline academic, employability, and technical skills necessary for specific job categories. Upon completing a school-to-career program, students can acquire a Connecticut Career Certificate, a portable credential attesting to mastery of academic, employability, and technical skills in one of the eight clusters.

CBIA also provides grantees with three school-to-career guides: "Students in the Workplace: Connecticut Employer's Guide to School-to-Career," "Guidelines for School Personnel on Business Involvement in School-to-Career," and "Employer Involvement in National School-to-Career Initiatives: Effective Practices and Resources." In addition, videos, posters, teacher guides, and student guides are available for each career cluster.

Finally, CBIA's School-to-Career Employer Institutes offer an overview of CT Learns. Highlights include the work-based learning components of CT Learns; how to structure successful learning experiences for school-to-career students; legal, insurance, tax, and reference information; and job restrictions for students by career cluster.

*Contact Arlyne Alexander, School-to-Career Project Director, CBIA Education Foundation, 350 Church Street, Hartford, CT 06103, Phone: (860)244-1900, Fax: (860)278-8562, E-mail: alexanda@cbia.com, Web site: www.cbia.com*

*See School-to-Work Intermediary Project Snapshot: Connecticut Business and Industry Association Education Foundation. The snaposhot is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Provide services to address employer and workplace partner needs

*Intermediaries provide specialized services to employers and workplace partners, based on needs identified by employers and their workforce engaged in programs serving youth. For example, they:*

- Assist workplace partners in designing work-based experiences that meet the needs of youth and the workplace;
- Facilitate employer input into program standards, assessment, and curriculum;
- Recruit and screen youth to employer specifications;

- Provide orientation and training to workplace supervisors;
- Assist workplace partners in addressing legal and logistical issues;
- Assist employers in coordination activity through local or regional industry associations;
- Improve quality of workplace experiences.

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## Metropolitan Tulsa Chamber of Commerce/Career Partners, Inc., Oklahoma

***Providing supports and programs that encourage and facilitate business participation in school-to-career***

Career Partners, Inc., (CPI) is led by the Tulsa Chamber and driven by business partners. Through a network of career academies, CPI helps provide school-to-career programs for youth, with industry-cluster partnerships in metalworking/electronics (Craftsmanship 2000), health and biosciences, residential construction, international studies, auto maintenance, and telecommunications.

An Executive Committee, staffed by employers in the industry and by educators, governs each academy and administers its school-to-career activities. Each Executive Committee meets monthly. CPI staff coordinate these meetings, and the educators and employers are responsible for making all critical decisions. Through a Curriculum Subcommittee in each industry cluster, employers work with vocational educators from the Tulsa Technology Center to create a curriculum that meets business's needs. The Coordinating Subcommittee selects students eligible for the program and sets standards and graduation requirements.

CPI employs three program coordinators who work with employers and educators to support school-to-career activities within each career academy. The coordinators schedule speakers in careers; arrange field trips for students and teachers; and set up job shadowing, mentoring, internship apprenticeship, and teacher externship opportunities with employers. CPI's executive director manages and coordinates these activities in conjunction with the school system (K-16), employers, and volunteers.

In addition, CPI convenes employers, educators, and policymakers to influence overall workforce development policy. Employer committees coordinate CPI's school-to-career activities, seek resources to continue those activities, and disseminate information related to workforce development to school-to-career partners. The committees, supported by CPI administrative staff:

Aid in developing curricula that integrate technical and academic subjects;

- Recruit employers to offer work-based learning opportunities;
- Coordinate employer and educator efforts to design and implement work-based student projects;
- Govern the organization; and
- Monitor implementation progress and assess the quality of academic and work-based learning experiences.

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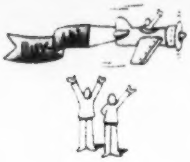
*See School-to-Work Intermediary Project Snapshot: Metropolitan Tulsa Chamber of Commerce/Career Partners, Inc. The snapshot is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org*

## Build awareness and buy-in among educators and community partners



*Intermediaries work with K-12 schools, postsecondary institutions, and community-based and other youth-serving organizations to promote the educational value of learning in the workplace. For example, they:*

- Promote work experiences as a way to build and support academic and broad-based employability skills development;
- Create "learning networks" of educators, administrators, and youth development professionals to support implementation;
- Market school-to-career among school constituencies through presentations to administrators, school boards, and other policy bodies;
- Help engage parents and students in developing realistic and positive career goals;
- Provide opportunities for teachers and counselors to experience high-performing workplaces.

### Durham Workforce Partnership/C's the Future, North Carolina

***Bringing together staff across various schools to develop a shared, systemic vision of academic and school success***

The Durham Workforce Partnership focuses on understanding and raising awareness of local workforce needs, creating professional development programs that help educators meet those needs, and building strong partnerships for school-to-career activities. The partnership actively supports programs offered through the Durham Public Schools, the Greater Durham Chamber of Commerce, and others.

C's the Future—Connecting Counseling, Curriculum and Careers—helps educators develop a vision of success for their schools, and then develop action plans to achieve the vision. It seeks to raise student achievement through better connections among schools and between the schools and the community, and it assists schools with identifying and overcoming obstacles that prevent students from excelling. To set and meet high academic and career goals for all students, it expands the traditional definition of guidance to become the task of the whole school and it promotes collaboration across schools, working within feeder patterns to the high schools.

C's the Future brings together teams of teachers, principals, and guidance and career counselors from elementary, middle, and high schools. Each summer since 1997, these teams have met for a week to develop a shared vision of excellence in each school—and to reach agreement on clearly stated goals and activities to achieve the vision. The process begins with data collection and analysis to define the present situation and the major challenges requiring attention. Next, each team looks to the future, developing an "image of success." Then the process "unpacks" the vision into measurable goals, which leads to strategy development, a stakeholder analysis, and a funding and sustainability plan. Finally, each team develops an action plan—who will do what when—and an evaluation plan.

The process is data-driven. Using a variety of data from their school as the foundation for dialogue, each team develops activities designed to meet the unique needs of its population. The partnership brings in Chamber of Commerce representatives to help educators connect school to what students will do after they graduate. In addition, the partnership has surveyed Durham employers, managers, and employees to identify the entry-level and technical skills needed in several local occupations.

C's the Future teams have identified several broad priorities for the schools: the need for high expectations throughout the entire school community regarding what students can achieve; the importance of working in feeder patterns, which places each school within a systemic educational whole; and the need for data-based decision-making, which has led to specific actions at each of the nine schools.

Thirteen Durham schools make up the core group that has participated in this program since its inception in 1996. These include three high schools, four middle schools, one sixth-grade center, and five elementary schools.

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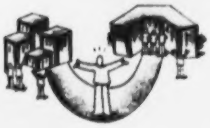
*See School-to-Work Intermediary Project Snapshot: Durham Workforce Partnership. The snapshot is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Provide services to support the involvement of educational and training institutions



*Intermediaries provide services to build the capacity of schools and youth-serving community-based organizations to connect effectively to employers, workplaces and the community at large. For example, they:*

- Help schools and teachers understand and connect to the regional economy and industry-based skill standards;
- Improve collaborations between schools and other organizations serving youth;
- Coordinate work-based learning placement programs;
- Help schools align work-based learning experiences to academic curricula and standards;
- Make professional development opportunities available to teachers and counselors on contextual and project-based learning and on labor market and employment trends;
- Identify and propose strategies for overcoming barriers to integrated funding and program delivery;
- Connect postsecondary institutions to K-12 schools and help strengthen pathways to college.

## Springfield Communities and Schools for Career Success, Massachusetts

### *Creating effective connections between schools and community-based organizations*

Springfield Communities and Schools for Career Success (CS$^2$) is a leading site for a nationally recognized, capacity-building initiative focused on school-to-work, education reform, and youth development. It has created a strong, sustainable school-to-work intermediary structure operating out of the Springfield (Massachusetts) Public Schools.

CS$^2$ is an initiative in seven Massachusetts and three California communities. It is designed and administered by the Center for Youth Development and Education (CYDE), a division of the Corporation for Business, Work, and Learning, a state quasi-public workforce development organization.

Central to CS$^2$ are its "school-community entrepreneurs," who helped design the city's school-to-work system and staff the local partnership. CS$^2$ entrepreneurs are both "change agents" within the schools and "neutral ambassadors" to non-school partners. The CS$^2$ entrepreneurs in Springfield convinced the Local Partnership to establish a Provider Network comprised of community-based organizations (CBOs) and other agencies. Prior to CS$^2$, some school personnel thought CBOs worked only with "problem kids," overlooking CBO expertise on life skills, job readiness, and career development. By the same token, CBOs had little knowledge of school access for non-certified personnel or how schools worked in general. The network has become a direct source for school-to-work services needed in the community.

The entrepreneurs also convinced CS$^2$ and the Massachusetts Office for School-to-work to reserve almost one-third of Springfield's school-to-work implementation grant—$100,000 per year for three years—for CBO-provided services. Direct services provided by CBOs participating in the network have included: training in workplace competencies and team-building; career orientation and life planning; college visits; job shadowing; internships; advocacy with government agencies; day care, health care, and other social service referrals; mentoring; and academic tutoring.

During the 1999-00 year, over 1,000 youth received services through the Provider Network. In addition, bimonthly meetings of the Provider Network have served as a forum for facilitating collaboration, evaluating programming, addressing shared concerns, and discovering and filling gaps in the school-to-work system. The CS$^2$ entrepreneurs, meanwhile, serve a critical "school-CBO intermediary function" and advocate for CBOs within the school system.

*Contact: Patricia Spradley, Community and Schools for Career Success, Springfield Public Schools, 195 State Street, Box 1410, Springfield, MA 01102, (413)787-6597,* spradleyp@sps.springfield.ma.us

*See School-to-Work Intermediary Project Case Study: Springfield Communities and Schools for Career Success. The case study is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

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# Promote and improve the quality of work-based learning for all youth

*Intermediaries focus on creating quality experiences in the workplace for a community's young people. They help define the roles and expectations of partners and support rich experiences outside the classroom for young people. For example, they:*

- Generate consensus on the definitions and expectations of different types of work-based learning experience;
- Develop common documentation and assessment instruments for work-based learning;
- Provide orientation, training, and support to teachers and counselors;
- Provide long-term support and follow-up for youth when placed;
- Connect workplace experiences to students' course of study;
- Promote and document the learning value of work experiences;
- Arrange course or academic credit where possible.

## Business/Education Expectations (BE$^2$): School-to-Career Partnership, Kansas City, Missouri

***Providing teachers and school counselors with worksite experiences as a basis for developing classroom curricula***

The Business/Education Expectations (BE$^2$): School-to-Career Partnership is a bi-state, regional effort designed to help students explore careers and acquire the skills, knowledge, and attitudes they need to succeed in a rapidly changing world. It primarily covers a nine-county metropolitan area in Missouri and Kansas.

BE$^2$ collaborates with local partnerships, school districts, employers, and civic and community-based organizations to share ideas, leverage resources, convene leadership, provide staff development and technical assistance, fund educational innovation, showcase best practices, develop evaluation strategies, and provide resources for marketing and communications. To manage activities for the two-state school-to-work initiative, BE$^2$ contracts with The Learning Exchange, a national center for educational consulting, training, research, and hands-on learning experiences.

The Educator Externship Program is one of several opportunities BE$^2$ has created for educators and employers to work together and learn from one another. Begun in 1992 and expanded following the incorporation of the BE$^2$: School-to-Career Partnership in 1996, the externships provide educators with two-week summer experiences in businesses or community-based organizations, enabling them to create classroom learning projects that enhance curricula in relevant and meaningful ways. Each extern receives a stipend of $1,000.

Educators can apply as individuals or as school teams of two to five people. In applying, educators state a preference for a particular career pathway. The program accepts all applicants who meet the eligibility guidelines and commit to attending three half-day workshops to complete a learning project. It is expected that all externs will develop, use, and share their learning projects. Externs also can earn two or three graduate credit hours at Central Missouri State University or Baker University.

To prepare them for hosting teacher externs, BE$^2$ gives employers a handbook and an information fact sheet. BE$^2$ also asks them to provide an employer profile that describes the worksite, the nature of the work, and the background of the employer host.

While some educators locate business hosts on their own and refer them to BE$^2$, the partnership also recruits employers to serve as hosts. In order to reach out to employers and facilitate their involvement in externships, BE$^2$ is implementing PathFinder, a Web-based tool that allows educators to go on-line and select potential sites for business experiences.

BE$^2$ makes the assignment of an extern to a business, regardless of who recruited the employer. To make a preliminary match, BE$^2$ staff members review employer and educator profiles, then contact the business host with the candidate's profile. If a business accepts the candidate, the match is completed. Businesses that host several educators receive many extern profiles, then screen them into projects based on content, skills, and interests. Careful worksite matching of educators and business hosts has resulted in higher-quality experiences for both parties.

Business hosts are expected to offer meaningful work. The hosts provide a mentor to help guide the worksite learning process. The educator and mentor—and often a BE$^2$ staff member as well—negotiate a work plan for the two-week externship. It is the responsibility of the mentor to see that the extern has a workspace, equipment, and a schedule and also to supervise progress and provide necessary support throughout the two weeks.

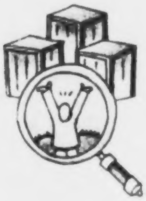
Halfway through the two weeks, the partnership brings externs together for a mid-point work session. This provides an opportunity for educators to analyze their worksite experiences and make connections that help them develop learning projects. The mid-point check-in also allows externs to hear stories and learn from successes and challenges other educators are facing. This empowers them to return to the workplace and sharpen their observations and actions during the second week. The externship concludes when educators meet a final time to reflect and share their projects.

Often, the extern relationship continues during the school year, with business hosts and educators exchanging information, opportunities, and ideas. During the year, elementary educators can request a half-day conference with a BE$^2$ staff member for coaching on their thematic project, although there is no formal follow-up for secondary educators at this time.

*Contact: Ginny Miller, Project Director, BE$^2$: School-to-Career Partnership, 3132 Pennsylvania, Kansas City, MO 64111, (816)751-4125, vmiller@lx.org, www.be2.org*

*See School-to-Work Intermediary Project Snapshot: Business/Education Expectations (BE2): School-to-Career Partnership. The snapshot is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Connect all youth to appropriate, high-quality learning experiences



*Intermediaries adopt a youth-centered approach and help youth connect to high-quality learning opportunities in schools, workplaces, the community, and postsecondary educational, training, and career environments. For example, they:*

- Promote a common understanding of youth readiness;
- Ensure youth are prepared for their workplace experiences;
- Create, deliver, or influence job-readiness activities;

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- Recruit, screen, and refer youth for placement to ensure quality matches;
- Provide a developmentally appropriate sequence of work-based learning experiences for youth;
- Connect youth to postsecondary options, adult mentors, and community-based support services.

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## Greater Minneapolis Chamber of Commerce/Voyager, Minnesota

***Improving the skills of entry-level workers through enhanced postsecondary connections***

In 1993, the Greater Minneapolis Chamber of Commerce, in partnership with Minneapolis Public Schools, the city of Minneapolis, and local employers, founded Voyager: Direction for Learning & Careers. Voyager combines the efforts of employers with the efforts of educational systems in order to achieve mutually held and mutually beneficial goals. Reflecting the range of possibilities provided to students in the local school-to-career system, the program provides students with technical and work-skill training and access to postsecondary education.

Cooperatively led by the GMCC and the Minneapolis Public Schools, Voyager brings together local business partners with educators to provide school-based, work-based, and connecting experiences for students. It is the state's most advanced school-to-career model, with applicability to different career fields, grade ranges, and settings. In addition to providing an excellent educational foundation, the Voyager program includes solid preparation for a career, including industry-specific academic preparation and hands-on application of knowledge in relevant work situations.

The Chamber and its partners piloted Voyager in financial services, starting in the 1995-1996 school year with 28 students. Voyager now serves youth in grades 11-14 and positions students to continue to grade 16 and beyond. Paid work-based experiences for students extend from grades 11-14. The capacity of the system is 100 students in four grades.

Voyager provides students at the high school and in college with targeted education, work-readiness training, and career-oriented, on-the-job experience. Students enter Voyager in the eleventh grade and continue with the program through their sophomore year at two- and four-year institutions throughout the Minneapolis/St. Paul area. Ninety-five percent of Voyager postsecondary students continue work-based learning experiences by working part-time year-round while enrolled in a degree program.

Students maintain a portfolio that assesses their progress throughout their four years in the program. This portfolio serves as an assessment tool for a two-level certification progress. Students are certified at their graduations from both high school and college.

The Chamber is responsible for overall program management, employs a coordinator based at the high school, and brokers employer involvement in the program. The Chamber also coordinated the curriculum development process, using employers to help shape a curriculum for a financial services program.

The school-based coordinator manages day-to-day program activities: teaching a Career and Worksite Seminar, arranging work-based-learning (internship) and job-shadow opportunities, and locating mentors for students. High school seniors are matched with a financial services professional who works with them until they graduate from the program.

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*See School-to-Work Intermediary Project Snapshot: Greater Minneapolis Chamber of Commerce: Voyager. The snapshot is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

## Provide the communications link between all parties

*Intermediaries provide the critical communications link among partners: employers, the different levels of the educational system, community-based partners, labor organizations, parents, teachers, students, and other stakeholders. For example, they:*

- Develop and implement communication and management information systems for schools, workplaces, and brokering organizations;
- Provide regular opportunities for interaction among partners;
- Provide regular reports and information to partners and the public;
- Create and implement a common data system for tracking employer contact, student progress, program activities, and outcomes.

### Bay Area School-To-Career Action Network (BaySCAN), California

***Developing a regional infrastructure for school-to-career systems***

The Bay Area School-to-Career Action Network (BaySCAN) is a regional collaboration, an "organization of organizations" that is developing an infrastructure to support school-to-career. It is designed to promote understanding among San Francisco Bay Area practitioners and policymakers about improving education through a school-to-career perspective.

At the same time, BaySCAN is a "virtual organization." That is, it accomplishes its goals through working committees that coordinate the efforts of individuals and key partner organizations. By design, BaySCAN has a small core staff and a limited direct operating budget: its primary resources are human rather than financial.

BaySCAN serves three purposes:

- It is a coordinating mechanism across several boards and coalitions that are promoting educational change.
- It pools and focuses the collective expertise of its founding corporations, foundations, and individuals, drawing on their experience in school-to-career design and implementation.
- On behalf of several local school-to-career partnerships, it performs certain functions that are best accomplished at a regional level.

BaySCAN serves a large region: ten school-to-career Local Partnerships are members, covering fifteen counties, from Mendocino in the north to Monterey in the south, and including heavily urbanized San Francisco, Alameda, and Santa Clara counties. The collective K-12 public school population exceeds one million students. BaySCAN considers its long reach appropriate, given that the Bay Area is a coherent regional labor market.

BaySCAN conducts its activities through the joint efforts of a small core staff and the collective expertise of its regional member organizations. The central staff consists of a director of programs, a marketing director, and three learning collaborative coordinators. Representatives of member organizations carry out the bulk of BaySCAN activities, providing the regional network with either contract support or in-kind services.

BaySCAN uses four approaches to guide its efforts:

- *Leadership through board/member committees:* Five committees, consisting of key educators, employers, and community members, work on priority regional issues, such as legislative advocacy or employer engagement. Through these committees, key stakeholders across the region collaborate on issues of common concern.
- *Building effective practice through Learning Collaboratives:* Education and business practitioners develop and share knowledge about ways to connect classroom and worksite learning through industry/education Learning Collaboratives organized around specific industry clusters. In each collaborative, employers, community members, educators from K-12 and higher education, and other key local stakeholders meet regularly to share knowledge, define and agree on effective practices, and reach consensus on program design. Participants tackle such tasks as identifying appropriate skill standards, defining career pathways, developing new curriculum materials, designing quality work-based learning experiences, and providing educators with worksite externships and professional development through training and summer institutes.
- *Regional operations:* Direct, operational support is provided through a regional telecommunications infrastructure and regional employer outreach, public communications, and marketing. Through its working committees, BaySCAN performs selected operational functions that it believes benefit from being accomplished on a regional basis. These include enhancing communications with the public, designing and implementing employer engagement strategies, and creating a regional communications network among school-to-career practitioners and policymakers.
- *Building Local Partnership capacity:* The Northern California School-to-Career Practitioner Network, connecting 15 local school-to-career directors, builds leadership capacity, discusses common issues, and coordinates resources on a regional basis. Meeting quarterly, members of the Northern California Practitioner Network share ideas and information relating to implementation, curriculum design, skill standards and certification, staff and teacher development activities, work-based learning, employer engagement strategies, and common measures of success.

BaySCAN makes all products of its Learning Collaboratives and other working committees available to this network. Thus, the Local Partnership coordinators (and others in the partnerships who are active in schools and among employers) contribute to the efforts of BaySCAN committees. Moreover, the network's members are key to disseminating BaySCAN information, approaches, and materials.

Specific examples of this collaborative development/joint dissemination strategy include:

- Creating career pathway models through one of the industry-specific collaboratives, and then implementing the models at school sites within the member Local Partnerships;
- Recruiting employers, with follow-up operational connections between employers' branch offices and the appropriate Local Partnerships; and
- Pooling partnership resources for joint development of public communications products, such as brochures, press kits, and public service announcements.

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*See School-to-Work Intermediary Project Case Study: BaySCAN. The case study is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

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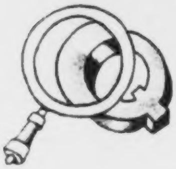
## Create a system focused on quality, evaluation, and improvement among all partners



*Intermediaries subscribe to the principles of continuous improvement. They set goals, regularly measure progress, and seek to improve program quality. For example, they:*

- Set and maintain common standards for quality among all program partners;
- Use customer surveys to gauge impacts and adjust program strategies;
- Conduct regular internal reviews of program performance;
- Support external evaluations;
- Develop and provide technical assistance in the use of management information systems that track program implementation and student outcomes.

### Youth Trust, Minneapolis, Minnesota

***Setting standards and measuring outcomes to create opportunities for Minneapolis youth***

With a partnership strategy that connects businesses with schools, Youth Trust helps thousands of youth create goals for the future. The organization mission is "to bring schools, employers, and community resources together to help youth develop marketable skills." Youth Trust employs innovative program models to connect students with business professionals who share up-to-date technical knowledge and business savvy that help students develop career goals. To ensure program effectiveness, Youth Trust helps its partners set goals and measure outcomes.

Monitoring and evaluation are essential to Youth Trust's intermediary role. By setting standards and measuring program outcomes, Youth Trust seeks to: 1) track outcomes and improve program quality; 2) enhance program models and partnerships so they produce intended outcomes for students; and 3) demonstrate the value of activities to funders and other stakeholders. In this way, Youth Trust strengthens its capacity for in-depth efforts—with schools and businesses—that supports and expands Minneapolis' school-to-career program.

Youth Trust tries to apply common measures of student achievement across programmatic areas. Using federally developed benchmarks, Youth Trust has established common measures to evaluate student success in two of its three primary program areas. Youth Trust applies these results to plan systematic changes in its strategic mission and to shape the programmatic directions of individual initiatives.

Youth Trust commissions internal and external evaluations. The evaluations employ both qualitative and quantitative methods to assess program activities and participants' mastery of basic and marketable skills.

Evaluation enriches planning and implementation, demonstrates program effectiveness, and underscores Youth Trust's value in the community. Evaluation results have helped enhance curricula, improving and solidifying program design for models like e-mentoring. Even better, the results show that Youth Trust's efforts help students gain better grades, stronger job skills, and greater self-confidence.

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*See School-to-Work Intermediary Project Case Study: Youth Trust. The case study is available on the accompanying CD-ROM and on the project Web site: www.intermediarynetwork.org.*

**Part II:**

# Making and Managing Community Connections: A Five-Stage Model

The School-to-Work Intermediary Project has developed a five-stage model for describing the process of connecting schools and other youth-serving organizations with workplaces and other community resources. The model is designed to help a community and its intermediary organization(s) visualize and identify progress in making and managing community connections. It is a road map to continuous improvement and *system-building.*[1]

This model, which can be applied to many different systems-change processes, incorporates five stages:

- *Discovery:* Analyzing the existing condition;
- *Design:* Planning for implementation;
- *Incubation:* Piloting strategies, services, and programs;
- *Growth:* Expanding activities; and
- *Integration:* Institutionalizing the activities in a system that makes and manages community connections.

The stages reflect a process of building a partnership that can deliver better services and yield a more effective system for serving young people. Rather than a strict set of steps to be followed, communities can adapt the model in ways that best help them identify priorities and think about *a progression* of activities. And the model highlights the important role of intermediary organizations in bringing potential partners together and them helping them work collectively on the ongoing task of improving the community's youth-serving system.

Intermediary organizations can play a critical role by engaging community partners in the five-stage development process to build a more effective system for making and managing community connections. In this model, the outcomes that denote success are the result of performing the four strategic intermediary functions elaborated upon in Part I:

- Engaged local leadership;
- Coordinated services;

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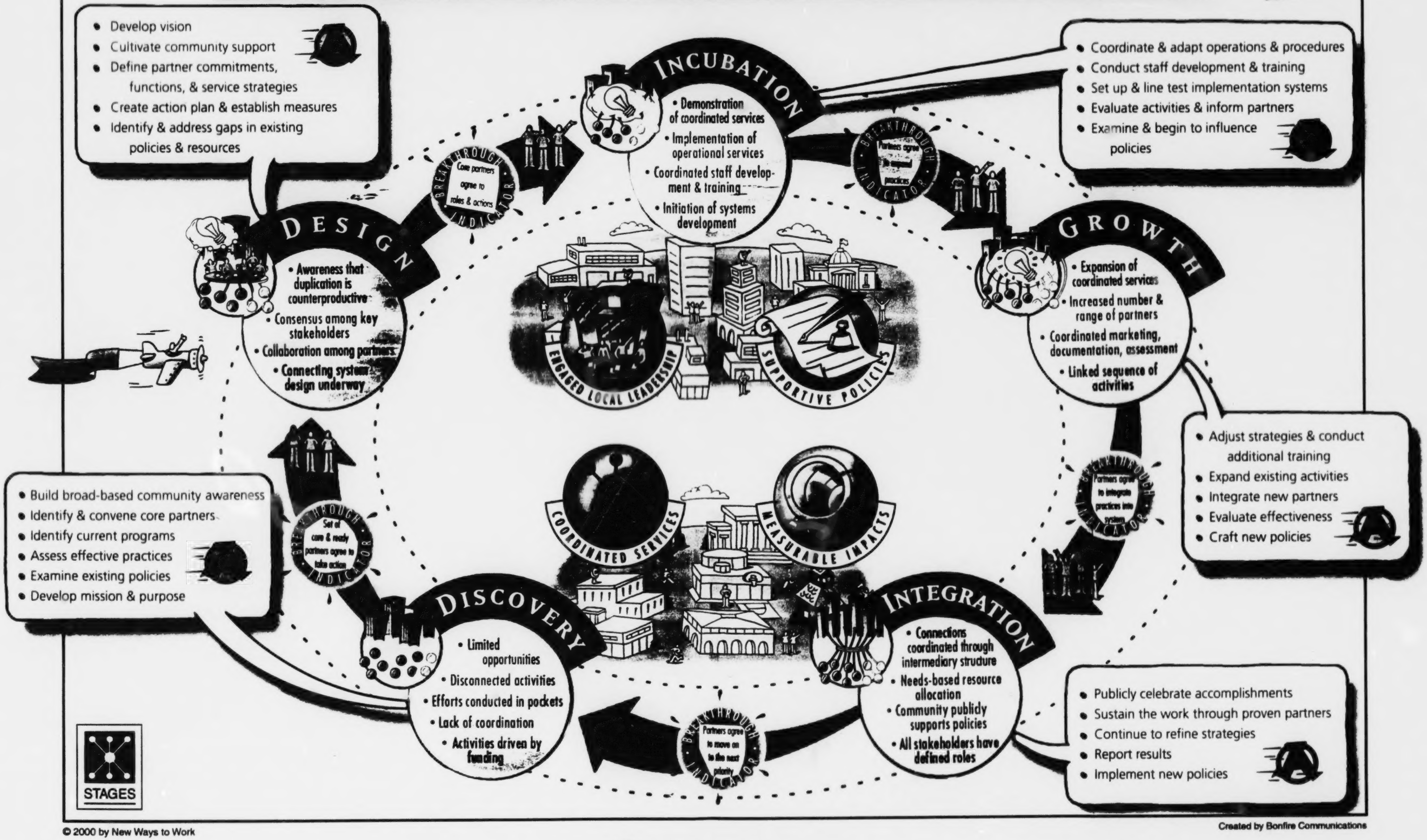
[1] The School-to-Work Intermediary Project adapted these stages from tools created by New Ways to Work and its design partner, Bonfire Communications.

# MAKING and MANAGING COMMUNITY CONNECTIONS



**DISCOVERY**

- Limited opportunities
- Disconnected activities
- Efforts conducted in pockets
- Lack of coordination
- Activities driven by funding

- Build broad-based community awareness
- Identify & convene core partners
- Identify current programs
- Assess effective practices
- Examine existing policies
- Develop mission & purpose

**BREAKTHROUGH INDICATOR**: Set of core & ready partners agree to take action

**DESIGN**

- Awareness that duplication is counterproductive
- Consensus among key stakeholders
- Collaboration among partners
- Connecting system design underway

- Develop vision
- Cultivate community support
- Define partner commitments, functions, & service strategies
- Create action plan & establish measures
- Identify & address gaps in existing policies & resources

**BREAKTHROUGH INDICATOR**: Core partners agree to roles & actions

**INCUBATION**

- Demonstration of coordinated services
- Implementation of operational services
- Coordinated staff development & training
- Initiation of systems development

- Coordinate & adapt operations & procedures
- Conduct staff development & training
- Set up & line test implementation systems
- Evaluate activities & inform partners
- Examine & begin to influence policies

**BREAKTHROUGH INDICATOR**: Partners agree to expand practices

**GROWTH**

- Expansion of coordinated services
- Increased number & range of partners
- Coordinated marketing, documentation, assessment
- Linked sequence of activities

- Adjust strategies & conduct additional training
- Expand existing activities
- Integrate new partners
- Evaluate effectiveness
- Craft new policies

**BREAKTHROUGH INDICATOR**: Partners agree to integrate practices into system

**INTEGRATION**

- Connections coordinated through intermediary structure
- Needs-based resource allocation
- Community publicly supports policies
- All stakeholders have defined roles

- Publicly celebrate accomplishments
- Sustain the work through proven partners
- Continue to refine strategies
- Report results
- Implement new policies

**BREAKTHROUGH INDICATOR**: Partners agree to move on to the next priority

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- Measurable impacts; and
- Supportive policies promote effective practice.

To achieve these goals, a set of core partners comes together around a common purpose and need. As their partnership forms, it begins identifying other partners, building community awareness, identifying and assessing existing programs, assessing effective practices locally and elsewhere, examining public policies, and analyzing community needs.

In the Discovery Stage, the intermediary convenes community partners to assess needs and set priorities. Its real *work*, though, takes place in the other four stages: Design, Incubation, Growth, and Implementation. Each strategy or program that the community undertakes—and that the intermediary implements or brokers to other organizations to provide—goes through some or all of these stages.

Most efforts that an intermediary undertakes begin in the Discovery Stage, then advance sequentially through Design, Incubation, Growth, and Integration, but this is not always the case. For example, another organization or agency may ask the intermediary to take an existing, successful pilot program and "grow" it. Or the stakeholders may pilot, and even grow, an initiative only to decide that it lacks sufficient impact or support to be continued (i.e., to "integrate" it into regular systems). Moreover, at any one time, several initiatives may be in the Design Stage, while others are Incubated, and yet others Grown, even as the process advances to Integration for the most developed and successful efforts.

Most important, the five stages form a "continuous-improvement" cycle. Even as some activities are integrated into an evolving community system, the intermediary is likely to undertake new ones, applying the knowledge, experience, and credibility it has built through these earlier efforts. And as strategies and activities move through the five stages of development, they contribute to the ongoing process of making and managing a system of productive, efficient community connections that provide young people with the preparation and resources they need to succeed in school and life.

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## Discovery

*In the Discovery Stage, the partners in a particular effort come together to build upon effective local programmatic practices, coordinate and consolidate existing efforts, and move beyond a set of isolated activities toward creating a system.*

*The community faces a set of familiar problems or characteristics that define the Discovery Stage:*

- Limited opportunities;
- Disconnected and uncoordinated activities;
- Efforts conducted in pockets; and
- Activities driven by funding.

Intermediaries have the staff and support to address these problems and begin the important work of building more coherent and strategic programs and systems for local youth.

The first intermediary activity in the Discovery Stage is to *build broad-based community awareness.* The intermediary surveys constituency organizations for baseline measures of support, determining each group's understanding of success and discovering which measures of success would be useful to it. The intermediary collects and assesses current measures of education outcomes, as well as information on current workforce quality and demand trends. It designs and implements constituency-specific, community-wide awareness strategies.

Once the intermediary has worked to increase community awareness, it *identifies and convenes the core and ready partners* who will meet regularly to address the particular community needs. The intermediary identifies leaders, then helps to design and implement the initial governance structure of its partnership.

The next activity in the Discovery Stage is to *identify current programs and assess effective practices,* mapping these across the community or region. Here the intermediary spends a substantial amount of time identifying and evaluating existing activities in the community and documenting gaps in services. It also identifies the skills and capacity of each partner institution or organization. This information—what is being done, where gaps exist, what skills the staff of the intermediary and of the partners bring to the mix—is critical to making strategic decisions about what programs and activities to undertake.

It is also important to examine *existing policies and regulations* in the community across the range of engaged organizations and to identify barriers to efficient and coordinated services. Together, the two sets of information yield a comprehensive picture of the community's youth services, as well as their quality and scale.

A further key task in the Discovery Stage is to *develop mission and purpose.* The intermediary obtains formal pledges from each partner to align program and resources with the broader mission and purposes of the community connection system .

***The Discovery Stage is completed when the core partners have reached general agreement on a mission and are ready to take action.*** **The partners have the same expectations of the issue(s) they will address in the Design Stage, and they agree on the general purpose of their work together.**

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## Design

*In the Design Stage, the core partners plan specific strategies and activities in response to identified and agreed-upon needs and gaps. Coordination and common goal development begins to take shape.*

*Characteristics of the Design Stage include:*

- The awareness that duplication is counter-productive;
- Consensus among key partners;
- Collaboration among partners;
- Connecting system desgn under way.

The first major intermediary activity in the Design Stage is to help the partners *agree on community vision and goals* to support the mission and purpose defined in the Discovery Stage. When the partners complete the Discovery Stage tasks, they agree on the partnership's broad mission and purposes. In addition, they have collected enough information to make informed decisions about key priorities for their partnership. Now the intermediary will assist the group as it decides on the vision, goals, objectives, and strategies that support the partnership's mission and purposes.

The second Design Stage activity is to *cultivate community support* for the agreed-upon vision, goals, and objectives. A key to developing this support is formal feedback from the partners, using surveys and assessments to measure their awareness, support, skill needs, and labor market trends. An intermediary can play an important role in gathering feedback and cultivating partner support.

Once the partners agree on the vision and obtain community support, the partners *define commitments, functions, and strategies* for providing services through the partnership. They prepare written agreements that spell out the functions and roles of each partner. They also design or identify explicit linkages with out-of-school youth support efforts, workforce development efforts, and social service delivery systems. Other tasks might include: defining and describing initial service strategies, adapting existing program operations and procedures, preparing for systemic demonstration efforts, and mapping new or existing curricular frameworks or state test standards to work-based or community-based learning experiences.

The partners *create an action plan*, including a record of the responsibilities of each partner for implementing agreed-upon activities. The action plan includes the community's vision, objectives, and strategies, as well the people, organizations, or agencies responsible for each activity and the timeframe, intended outcomes, and resources necessary for accomplishing the work.

In developing the action plan, the partners must *identify resource needs*. It is during this stage that they must reallocate existing resources, address gaps in existing policies, or begin to identify and tap additional resources.

***The Design Stage is completed—for a particular strategy or activity—when the core partners agree on the specific actions each will undertake.*** **The partners are clear on their roles and what is expected of them.**

## Incubation

INCUBATION

*In the Incubation Stage, the pilot implementation of activities takes places. Strategies, services, and programs planned in the Design Stage are put into practice on a small scale, and operational systems are tested and refined.*

*Characteristics of the Incubation Stage include:*

- Demonstration of coordinated services;
- Implementation of operational services;
- Coordinated staff development and training; and
- Initiation of systems development.

The incubation of new strategies requires a number of actions. First, the intermediary and its partners *coordinate and adapt operations and procedures*.

Second, either directly or acting as a broker of services, the intermediary is responsible for the implementation of operational activities. For example, the intermediary might become the single point of contact for all workplace partners, youth organizations, and schools, organizing communications among the partners. Or the intermediary could arrange pilots of work-based and community-based learning experiences that build on explicit strategies to engage a student's family and peers. Thus, the intermediary might identify a design in which students in demonstration efforts have access to adult apprenticeships, career-track employment, or postsecondary occupational training programs. In addition, intermediaries might facilitate implementation by ensuring that the risks of accident or liability from participating in the pilot are explicitly outlined and covered by insurance.

Such tasks during the Incubation Stage clearly require the intermediary to *develop staff capacity,* either of its own or among the partners. The intermediary ensures that *training and staff development are available* to the partners and the individuals responsible for the strategy. It also coordinates relevant training and staff development among the partners, ensuring that they do not duplicate one another's efforts or convey practices, strategies, or tools that are inconsistent.

The Incubation Stage is the most efficient opportunity to see what works, how the partners work together, how the partnership can leverage resources, and in what ways the community can collaborate to be most effective and best learn lessons from joint efforts. A community will *"try out" particular strategies.* The try-out, often characterized as a "line test," explores the possibilities and implications of implementation, working with a limited number of participants and partners.

For this try-out, the intermediary creates protocols to regularly *evaluate activities and keep the partners informed of the results.* The intermediary ensures that assessment surveys are regularly distributed to workplace partners, teachers, parents, and students. Such surveys not only assess satisfaction but also help capture which aspects of an activity succeed, identify what needs to be improved, and generate ideas for such improvement. The partners can more quickly perceive and directly address problems and difficulties if the intermediary has put in place continuous-improvement strategies, as well as methods to document appropriate services and variances from the norm for participating youth and partners.

Evaluation includes regular monitoring of student participation, with measures to assess long-term *impacts* on young people—for example, high school graduation rate, college entrance and completion rates, and the wages in the first job after graduation. Other measures might assess *implementation*—for example, the percent of faculty and other school staff participating in professional development, the level of public support, and the number of workplace partners providing work-based learning opportunities.

The evaluation data collected during the Incubation Stage are necessary background as the core partners begin to *examine existing policies and influence them to support effective practice.*

***The Incubation Stage is completed—for a particular strategy or activity—when the partners agree to expand the practices.***

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## Growth

*In the Growth Stage, the partners improve and expand their activities by revisiting and evaluating the initiative's operational strategies. Most often, expansion "downshifts" a community back into elements of the Design Stage but at a higher level that builds on the experience of the pilot, engages more partners, and improves or expands services and activities.*

*Characteristics of the Growth Stage include:*

- Expansion of coordinated services;
- Increased number and range of partners;
- Coordinated marketing, documentation and assessment; and
- Linked sequence of activities

Growing Incubation Stage activities to a larger scale requires a number of activities. The first is to *adjust strategies and conduct additional training.* The intermediary helps the partners adjust, refine, and expand effective demonstration efforts. This might entail restructuring the partnership's leadership or creating task forces to move forward from and respond to evaluation and progress measures. The intermediary and its partners will continually assess changes in the labor market and compare those trends to the initiative's opportunities and content standards. The intermediary and its partners will also seek to ensure that students' work-based and community-based experiences align with projections for local, regional, state, or national labor market and workforce needs, and that the partners have direct access to curriculum-development and standard-setting processes.

Teachers and program staff also require *additional training and staff development* time and opportunities during this stage. The intermediary might provide or broker a way for teachers and in-school staff to gain a single point of contact for scheduling and coordinating professional development. In growing a strategy, appropriate classroom curriculum and activity examples and samples become useful; the intermediary can see that these are available to teachers.

Moving from Incubation into Growth means that the core partners have endorsed and demonstrated effective practices, strategies, and activities, and they have decided to *expand existing activities*. By this point, parents understand and support work and community-based learning options for young people, including their own children. The partners have addressed barriers to implementation (e.g., transportation), and, when appropriate, schools have adjusted their schedules to allow for activities without undue absence from normal classroom activities or responsibilities.

Moving from Incubation to Growth means that effective strategies grow—and with more participants comes an expanding need for providers of services or activities. Thus, during this stage, the intermediary helps the partnership reach out to new partners, bringing them into the implementation strategy, decision-making processes, and the service-delivery system. The core partners identify, recruit, and orient these new partners, and the intermediary can help, designing and implementing an expanded marketing effort to raise the level of community support for activities. The intermediary and the core partners also *evaluate the effectiveness* of the pilot and begin preparations to grow and expand the initiative.

In the Growth Stage, the initiative begins to exert an influence on existing policies to support effective practice. The core partners actually begin to *craft new policies* that can encourage, support, and drive decision-making around the vision they have created and the effective practices they have implemented.

***The Growth Stage is completed—for a particular strategy or activity—when the partners agree to integrate the effective practice into the existing system.***

## Integration

*At the Integration Stage, strategies, services, and programs are institutionalized within the operations of the community system. As that happens, the intermediary and core partners turn to the next set of priorities, strategies, and programs, with the intent to continue improving upon the system for making and managing community connections.*

*Characteristics of the Integration Stage include:*

- Connections coordinated through intermediary structure;
- Needs-based resource allocation;
- Public support from the community for policies; and
- Defined role for all stakeholders.

The first major activity in the Integration Stage is *to celebrate accomplishments publicly*.

During the previous stages, the partnership piloted and adjusted strategies, brought in new partners, evaluated effectiveness, and made a deliberate decision to integrate effective strategies into the "system." This information should be communicated to the community, and in a very public fashion. It is important that the intermediary provide the communications link and give credit to partners and participants, to celebrate the efforts and achievements of young people, and to showcase the benefits to the community.

It is not uncommon for great initiatives, great programs, and great ideas to come to fruition. Unfortunately, it is less common to *sustain* effective practices. If an activity, strategy, or an entire initiative flows smoothly through Discovery, Design, Incubation and Growth yet never gets to the Integration Stage, future efforts become more difficult, meet with more skepticism, and find reluctant partners. At the Integration Stage, it is the critical role of the intermediary to complete the five-stage process and continue the cycle, ensuring that *results are reported* to core partners and the community, that *strategies continue to be refined,* and that *new policies are implemented* to help sustaining effective practice.

***The Integration Stage is completed—for a particular strategy or activity—when the partners agree to continue to improve the system and move on to the next priority.***

**Part III:**

# Looking Ahead: Issues for the Future

The school-to-work movement and the School To Work Opportunities Act (STWOA) of 1994 have contributed to the expansion and strengthening of many organizations around the country that connect schools, workplace partners, and young people. That expansion has been rapid and widespread.

However, as the federal legislation sunsets, local intermediaries face choices and challenges. How they resolve those issues will play a large role in determining organizational priorities, activities, and sustainability in the years ahead.

During the past two years, the School-to-Work Intermediary Project and the affiliated organizations in the Intermediary Network have identified four issues that are critical to their continued effectiveness and maturation:

- Finding viable strategies for sustaining public support and steady funding after STWOA funds end;
- Adjusting to the changing landscape of federal workforce policy and, in particular, defining the relationship of intermediary organizations to the Youth Councils mandated by the Workforce Investment Act;
- Identifying and clarifying how school-to-work intermediary organizations relate to standards-driven education reforms; and
- Strengthening relationships with industry associations and other employer groups.

During the coming year, the project will conduct research and disseminate new information to its network and the field on strategies for addressing these challenges in a new and changing policy environment.

## Strategies for Sustainability and Funding[1]

The School To Work Opportunities Act's seven-year life span assumed that when states applied for federal funding, they also made a commitment to building sustainable systems. After the federal jump-start, states would take responsibility for funding those elements of their school-to-work systems they found beneficial. As federal funding winds down, states are examining their initiatives and assessing their strategies for continuing the progress made since 1994.

[1] This section is adapted from the School-to-Work Intermediary Project Issue Brief, *State Strategies for Sustaining School-to-Work*, by Marc S. Miller and Robert Fleegler of Jobs for the Future. See that document, which is contained on the accompanying CD-ROM, for citations.

The range of state responses is broad, from minimal to committed to creatively engaged. According to a National School-to-Work Office overview, "States are taking steps to sustain their School-to-Work systems by realigning resources, enacting legislation, and putting in place state policy and/or statutory code."

The School-to-Work Intermediary Project has identified several broad strategies that states have pursued for sustaining school-to-work. These include:

- High-level advocacy for and coordination of work-based learning;
- Funding for encouraging and organizing employer involvement; and
- Integration of school-to-work into standards-driven education reform.

### High Level Advocacy for Work-Based Learning

In Wisconsin, the Governor's Work-Based Learning Board administers and coordinates school-to-work and work-based learning efforts across multiple state agencies. This high-level board reflects the value that the state places on work-based learning: its 17 members include the governor, the superintendent of public instruction, the president of technical college system, the workforce development secretary, and the workforce excellence administrator, as well as representatives of business, labor, the public, and the secondary vocational education system. The board administers $22 million in federal and state funds over Wisconsin's two-year budget cycle.

### Funding for Employer Involvement

Many states have chosen to promote the work-placement side of connecting workplaces and classrooms. Two strategies appear to dominate:

- Lessen employer costs and risks through funding the organizations that aggregate employer interests and simplify employer involvement; and
- Lessen the costs and risks to employers through tax or policy incentives.

*Support for intermediaries and connecting activities:* Some states are building local capacity to organize employer interests and simplify employer participation. Strategists in these states believe that employers prefer steady, reliable assistance to small financial benefits tied to the tax or regulatory system.

Massachusetts created a state School-to-Work Connecting Activities Fund in 1997. With a current allocation of over $5 million a year for intermediary functions that make employer participation more efficient and productive, the fund provides local workforce boards with up to one dollar of state money for every two dollars of student wages paid by employers.

West Virginia has used part of its federal school-to-work grant to encourage local districts to support intermediary roles after the federal grant ends. State legislation requires all districts to include an individualized transition plan and a work-based learning experience in their high school graduation requirements by 2003. Federal school-to-work funds support school-to-work coordinators in about half the state's high schools, contingent upon a district's demonstrating how it will sustain the position after one year.

In California, school-to-work advocates have mounted and coordinated local efforts to impact state resource allocation. This ambitious, grassroots campaign has begun to move California to build on the federal school-to-work investment by providing state resources for the connecting activities of local partnerships. In August 2000, the California legislature passed a bill to fund local partnerships, with support for their convening, connecting, measurement, and service-provision functions. With an initial appropriation of $5 million, the legislation would formalize the interagency partnership established through California's school-to-career plan and place it in the Office of the Secretary of Education.[2]

*Incentives to individual employers:* Michigan, among other states, makes tax credits available to businesses that participate in a school-to-work or apprenticeship program. It subsidizes the worksite cost of training youth up to $2,000 annually per student and covers the cost of employer-provided classroom training. In Iowa and Hawaii, legislation limits employer liability for students injured at the workplace, making the schools absorb the liability. In Maine, the state program is the employer of record for participating students, relieving employers of paperwork and the administration of payroll.

## Integration with Standards-Driven Education Reform

A number of states have embedded school-to-work principles and activities into broader education reform efforts. In these states, school-to-work does not stand alone; rather, it is a component of state-wide education reform, one aspect of the effort to help more young people succeed in school and afterwards.

New Jersey integrated school-to-work principles into the Core Content Standards that drive academic improvement across the state. Issued in 1996, seven core content standards apply specifically to academics, while five workplace-readiness standards guide the design of local work-based learning efforts.

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[2] Currently, the bill awaits the governor's signature.

Maryland renamed school-to-work as "Maryland Career Connections." The state created state and regional coordination teams and local school improvement teams to encourage the implementation of practices that could institutionalize some of the career counseling, contextual learning, and other features of school-to-work into classroom and school routines. State management includes the coordination of education, workforce development, and economic development, with state allocations to pay for Career Connections activities. Regional partnerships involve educators and other stakeholders. The school improvement teams ensure that the initiative takes hold in the school buildings.

## Opportunities and Challenges

These efforts present choices and tradeoffs. Should states make education reform the vehicle for sustaining school-to-work, given the centrality of K-12 reforms to state agendas? Or should workforce development be the primary "hook" for state strategies?

Tying school-to-work to education reform in today's policy environment requires integration into standards-driven reforms. Integration lessens the likelihood that state education policy will marginalize the agenda of connecting young people to adults and experiences outside the classroom. At the same time, though, it typically means weakening the independent identity of school-to-work programs or initiatives. In some states, the integration approach has resulted in supportive language in state legislation or policies—but without new state resources for existing efforts, particularly the connecting and intermediary activities that are so important to local system-building efforts.

For the most part, states that have identified specific activities for continuation (rather than trying to sustain the entire infrastructure built during the late 1990s) have succeeded in finding and authorizing state spending for targeted purposes, such as connecting activities for engaging employers. Yet some states, in targeting certain functions or activities for support, have defined school-to-work narrowly as career-planning, isolating its continuation from mainstream education reform.

In the end, states make these strategic choices within a broader debate: should they do *anything* significant to sustain what its employers, educators, and youth policymakers have found most beneficial about efforts funded by the School to Work Opportunities Act? It is encouraging to see an increasing number of states choosing to sustain these practices and priorities in some way—and to see growing recognition in state policy of the importance of convening, brokering, and other intermediary functions.

There remains a significant obstacle to aggressive state investment: the limited performance data from school-to-work efforts—and from intermediary organizations that play convening and brokering functions. For states to invest in intermediaries or in supporting specific intermediary functions, they need more evidence of, and better ways to measure, effectiveness and impact. For example, in Boston, where the growth of school-to-work has coincided with the emergence of standards-based educational reforms, the Private Industry Council's postsecondary education and employment research provides important evidence that school-to-work makes a positive impact on students.[3] And this evidence has made it easier to secure and sustain state funds for connecting activities. California's school-to-work partnerships have begun working together to share and publicize data on positive student outcomes, to quantify employer investments, and to identify data elements that might best indicate the value-added of intermediary organizations.

Intermediary organizations can make their case more compelling and convincing through data and measurement. Perhaps the simplest approach would be to improve their capacity to conduct or commission regular "customer-satisfaction surveys" of employers and educators. Intermediary organizations and local partnerships could also identify selected implementation measures that characterize the value-added of the intermediary work per se. For example, intermediaries might track the number of employers providing work-based learning, the number of teachers having summer externships in industry, the number of funding streams coordinated, the total amount of money being allocated more efficiently. The School-to-Work Intermediary Project plans to identify and promote a set of such measures for its network members in the coming year.

## Resources: State STW Legislation and Policy Inventory

This inventory contains examples of school-to-work legislation and policy introduced or already implemented, including public law, bills that died in session, executive orders issued by governors, and regulations and policies issued by executive agencies. Available on the School-to-Work Learning Center Web site, the database is searchable, or a summary of a state's inventory can be downloaded in Microsoft Word format: www.stw.ed.gov/database/legislation.cfm.

The Academy for Educational Development conducted the survey. Late in 2000, the survey will be supplemented by another, conducted by the National Conference of State Legislatures, covering 2000 legislation and including vignettes of specific state efforts to pass legislation relating to school-to-work.

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[3] Even in those locations where school-to-work efforts have collected data on student outcomes—attendance, engagement, test scores, college-going—little if any data documents the contribution of intermediaries to these outcomes or to the success of local implementation.

## Relationship to the Changing Landscape of the Workforce System[4]

The Workforce Investment Act (WIA) of 1998 mandates the creation of new local bodies—Youth Councils—to plan, coordinate, and oversee youth programs and services funded under the legislation. Youth Councils are responsible for coordinating youth policy and allocating resources for each labor market region. They are part of local Workforce Investment Boards, which are also mandated by the act.

Youth Councils present opportunities and challenges to existing school-to-work advisory and planning bodies as they look ahead to a future without support from the School To Work Opportunities Act. Under the act, over 1,300 state and local school-to-work partnerships have emerged to plan and oversee initiatives and expenditures connecting schools with community and work-based learning. The planning and oversight duties and responsibilities of Youth Councils relate to, but differ distinctly from, those of school-to-work partnerships. Organizations that connect young people to workplaces and support learning experiences in their community have to figure out how they will relate to and interact with both the Youth Council and the local school-to-work partnership.

The School-to-Work Intermediary Project has identified several strategies among its affiliated organizations for forging closer links between existing school-to-work partnerships, emerging Youth Councils, and the organizations playing intermediary roles for both in-school and out-of-school youth. The most typical response appears to be "live-and let live": the school-to-work partnership continues its activities, looking for opportunities to collaborate with and align with the Youth Council and seeking some overlap in membership.

Some communities, though, are pursuing more proactive strategies. Philadelphia has transformed the local school-to-work oversight body into the Youth Council, expanding the intermediary's role to include staffing the Youth Council. In Northern California, the Sonoma County STC Partnership has collaborated with the local workforce board to create a unique governance structure for the Youth Council that institutionalizes influence for both organizations and promotes a better alignment of youth services across the county.

### Philadelphia: The Partnership Becomes the Youth Council

With WIA's enactment, the Philadelphia School-to-Career Leadership Council made a transition to become the city's Youth Council. As a result, the Youth Council is closely linked to Philadelphia's effort to raise academic achievement for all students, and it is working to align WIA performance indicators with the school district's academic standards. According to a study by Jim Callahan and Marion Pines of Johns Hopkins University, "There exists a clear vision and mission that extends beyond the legislative scope of work and ensures the implementation of a comprehensive and integrated youth development strategy designed to most effectively serve the City's young people."

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[4] This section is adapted from the School-to-Work Intermediary Project Issue Brief: *School-to-Work Partnerships and Youth Councils*, by Robert Fleegler of Jobs for the Future. See that document, which is contained on the accompanying CD-ROM, for citations.

The Youth Council's membership, which includes representatives from most of the major youth-serving agencies in Philadelphia, reflects the breadth and ambition of the lead parties' vision. The council is staffed by the Philadelphia Youth Network (PYN), established in 1999 by the city's school-to-work partners. The PYN has applied for 501(c)(3) status as a non-profit organization, making it possible to supplement WIA funding (and WIA priorities) with money raised from private and non-profit sources. With staffing, broad funding, and a clear agenda, PYN is taking over many of the intermediary roles that had been played by the Education for Employment Office of the Philadelphia School District.

*Contact: Melissa Orner, Philadelphia Youth Network, Inc., 734 Schuylkill Ave., Philadelphia, PA 19146, (215) 875-3823.*

### Sonoma County: A Unique Partnership for Youth

In rural Sonoma County, north of San Francisco, a tradition of close working relationships among diverse, youth-serving organizations has led to a unique arrangement for governance of the new Youth Council. After WIA's passage, the county's Workforce Investment Board (formerly the Private Industry Council) and the Sonoma County STC Partnership began meeting to decide how best to organize and run the Youth Council that would be created under the act. The head of the workforce board sat on the board of the STC Partnership, and the two organizations had several board members in common.

The leaders of the two organizations decided to develop a Youth Council that could be a "big tent" for the county's youth services providers, including those who worked with the schools and those focused on out-of-school populations. They made the Youth Council a committee of both the school-to-work partnership and the workforce board, reporting to both. The council is staffed by workforce board personnel, but its priorities are set by the leadership of both organizations. This structure enables the STC Partnership to remain small and to focus on its intermediary brokering activities while helping shape the Youth Council's convening and planning efforts.

The leaders hope that this unique governance arrangement will maximize cooperation and communication—and enable the Youth Council to break out of "business as usual." One of the council's first tasks, after successfully launching a summer 2000 jobs program, will be a resource-mapping effort involving all the county's youth-service providers. This exercise will identify resources and opportunities for new collaborations, and out of this the council will develop its strategic plan.

*Contact: Helen Ramstad, Sonoma County STC Partnership, 5340 Skylane Boulevard, Santa Rosa, CA 95403, (707)524-2851, hramstad@scoe.org.*

### Opportunities and Challenges

Youth Councils have the potential to foster coherent youth policy and coordinate local planning efforts. At a minimum, they will develop the portions of local WIA implementation plans that address the priorities and allocation of the WIA youth funding. The councils will also recommend youth providers, award grants, and oversee and coordinate youth activities, all subject to approval by the local Workforce Investment Board. And for those ready for a more ambitious role, a Youth Council could become a catalyst and architect for local youth-service delivery systems beyond the limits of the federal workforce legislation. For example, Youth Councils can help link school-to-work planning with that of other youth programming, particularly for out-of-school youth.

At the same time, though, Youth Councils and school-to-work partnerships may find that overlapping mandates bring them into competition. For example, the different planning bodies might recruit members from the same pool of employers. Moreover, WIA youth funding targets low-income 14-21 year-olds who encounter specified employment barriers, and WIA funds can only be used to support school-to-work activities for youth who meet WIA-eligibility criteria. Youth Councils may find it difficult to integrate this priority on serving disadvantaged youth with school-to-work priorities to serve *all* students.

The potential for integrated planning and partnerships is likely to be greater for Youth Councils that choose the more ambitious path: creating a local, youth-serving system for *all* youth, rather than limiting their vision to addressing the needs of only WIA-eligible youth. Councils taking this approach can benefit significantly from the strong linkages with employers and educators that many school-to-work partnerships and intermediaries have achieved—and can emerge as the local planning entity that can best coordinate and advocate for all the youth in a community.

**Resources: Youth Councils and School-to-Work Intermediaries**

*National Association of Workforce Boards,* 1201 New York Avenue NW, Washington DC 20005, www.nawb.org

*National Youth Employment Coalition,* 1836 Jefferson Place NW, Washington DC 20036, www.nyec.org

*www.usworkforce.org:* This informative web site, developed by the U.S. Department of Labor, provides answers to current and emerging questions about the Workforce Investment Act.

## Relationship to State and Local Education Reform Initiatives

During the past decade, the most popular education reforms have sought to raise state academic standards and implement testing and assessment systems to drive academic improvement. Yet throughout this period, another reform current has focused on helping young people achieve higher academic standards through activities outside the classroom that motivate them to learn, provide real-world challenges, and connect them to caring and competent adults. Examples of these activities include career academies, summer and after-school programming, and career pathways initiatives, many of which were promoted and funded through the School To Work Opportunities Act.

With its emphasis on linkages outside the classroom, this strand of reform frequently requires an effective intermediary that can perform the day-to-day work of connecting young people to appropriate workplace and community activities. Sometimes this reform strategy has been closely linked to the academic standards movement, and sometimes not.

Boston, as noted, is implementing both standards-based reforms and a district-wide school-to-work initiative. The school superintendent in 1997 directed all high schools to present a restructuring plan in accordance with several practices seen as essential to improving student performance, such as the development of smaller learning communities and the connection of classroom learning to the broader community. Since then, the Private Industry Council, which has for many years organized and staffed the school-to-work participation of local employers, has played a critical supportive role as the high schools have restructured along school-to-work principles. A comprehensive, district-wide, work-based learning system has been created, with the sustained involvement

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of the business community and a strong, staffed intermediary presence in the high schools.

The efforts of the PIC, the school district, and others to use school-to-work instructional methods and approaches to help young people succeed is evolving in a climate dominated by the Massachusetts Comprehensive Assessment System, with standardized tests that students will have to pass to graduate from high school. To date, the district and its partners have been able to advance a high school restructuring effort that is designed to improve academic performance while extending the integration of workplace and classroom learning. This would not have happened without the convening, connecting, and advocacy work of the PIC, acting as an intermediary for the schools, the business community, the city government, and the community-at-large.

Since the mid-1980s, the Oregon Business Council (OBC), whose directors represent 43 of the state's top 100 employers, has actively promoted public and business support for higher academic standards. OBC was instrumental in building support for the Oregon Educational Act for the 21st Century, passed in 1991, and it has placed convening key stakeholders and advancing education reform among its highest priorities. What is distinctive about OBC is its balancing of a commitment to standards-driven reform with a desire to see closer links between schools and workplaces across the state.

In 1996, OBC spun off the non-profit Oregon Worksite 21, which is designed to build employer capacity to develop and maintain partnerships with education. Worksite 21 has four goals:

- Employers will embrace Oregon's school transformation and educate their employees about it;
- Employers will help educators redesign school systems to align with the state's new academic and career related standards;
- Employers will value certificates of mastery in their hiring practices; and
- Employers will forge relationships with schools and open their doors to provide work-based learning experiences for students and teachers.

To accomplish these goals, Workforce 21 focuses on: advocacy and networking in the business community, the development of communications materials targeted to employers and training materials that can be used to help prepare employees for working with students and teachers, direct program development with interested employers, measurement of business involvement with schools, and support for local business-school partnerships.

## Opportunities and Challenges

Will intermediaries play a significant role in local education reforms? Or will state standards and assessments drive schools toward a more intensive focus on preparation to succeed on high-stakes tests, pushing learning back into the classroom and limiting intermediaries' roles?

To the extent that a community's education reforms involve convening key stakeholders, particularly workplace partners, intermediaries like the Oregon Business Council and the Boston PIC will have important opportunities to influence the reform agenda. The support they build for reform gives school systems more time to make progress. They can also provide tools that make it easier for employers to support education reform and recognize the connections between standards-driven reform and reform that relies more on experiential learning. Further, to the extent that education reform incorporates service learning, school-to-work, or other strategies for connecting youth to experiences outside the classroom, intermediaries can rationalize, organize, and maintain the day-to-day relationships among schools, workplace partners, and the young people themselves.

In the standards-driven reform environment, though, the experiences of the PIC and OBC are atypical. In many communities, instruction has become more classroom-bound, more traditional, more focused on the state assessment tests —and less experiential. In this environment, an intermediary's day-to-day brokering and connecting functions may lose salience to overall district priorities.

Over time, the limits of reform strategies driven by single state assessment exams will become more evident if large numbers of students, particularly in urban areas, fail to graduate high school. The models emerging in school-to-work and after-school initiatives could then become more popular as strategies for motivating and helping all young people learn and succeed.

If the pendulum does swing back, federal and state education funding could be a catalyst to intermediary organizations—but it could also be a constraint. By and large, federal education funds move down through states to local school districts. They tend not to support institutions and organizations outside the school system. Such a trend can be seen in Michigan, where the state's follow-up to school-to-work funding supports school-district activities with a $24 million investment in career education; little of this investment supports the activities of non-district institutions and organizations that link schools to workplaces and community resources. The intermediary functions are likely to be staffed and carried out within the district offices, not by independent entities.

### For More Information: School-to-Work and Other Education Reforms

*American Youth Policy Forum:* AYPF has published important compendia and policy papers on school-to-work, with particular emphasis on the connections between school-to-work and standards-based education reform. AYPF, 1836 Jefferson Place NW, Washington DC 20036. (202)775-9731, www.aypf.org.

*Communities and Schools for Career Success:* CS$^2$ is a nationally recognized capacity-building initiative focused on school-to-work, education reform, and youth development. An initiative in seven Massachusetts and three California communities, it is designed and administered by the Center for Youth Development and Education (CYDE), a division of the Corporation for Business, Work, and Learning. For information on the Massachusetts sites, contact CYDE, The Schrafft Center, 529 Main Street, #110, Boston, MA 02129, (617)727-8158, www.cbwl.org. For information on California sites, contact New Ways to Work, 785 Market Street, Suite 950, San Francisco, CA 94103, (415)995-9860, www.nww.org.

*National Center on Education and the Economy:* NCEE is a leader in the development of tools and models for improving K-12 education through better standards and assessments. NCEE created the New Standards that are used in New York City and elsewhere and has developed the America's Choice reform model that combines high standards with creative uses of career-oriented experiences outside the classroom. NCEE, One Thomas Circle, Suite 700, Washington, DC 20005, (202)783-3668, www.ncee.org.

*Jobs for the Future:* A number of JFF projects seek to join school-to-work principles with high academic standards. For example, JFF's Connected Learning Communities Initiative brings together educators, employers, and community allies in over a dozen school districts in a four-year effort to help young people achieve higher academic standards, expand access to postsecondary learning, and improve their career prospects. JFF's new From the Margins to the Mainstream Initiative addresses urgent policy and practice questions about how to create and sustain productive learning environments for adolescents. It is assessing the promise of emerging forms of high schooling, including small schools, acceleration programs that place youth into college or career settings, and community-connected models that operate in non-traditional times and places. JFF, 88 Broad Street, Boston, MA 02110, (617)728-4446, www.jff.org.

## Connecting with Industry Associations and Other Workplace Partners

The involvement of workplace partners is critical to effective work-based learning; without them, the prospects for significant innovation and growth is minimal. Workplace partners are far more likely to become and stay engaged in work-based learning if they have assistance in dealing with the day-to-day chal-

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lenges of employing and working with young people. This is one of the central roles and functions of local school-to-work intermediary organizations: to simplify the responsibilities of employers and other workplace partners related to collaborations with schools.

One intermediary approach to this task is a local, "horizontal" strategy: engaging with the variety of workplace partners located in or hiring from the community. The intermediaries may also decide to relate primarily with employers in a specific industry or with clusters of related firms, but the overall approach is determined by aggregating and serving the interests of diverse workplace partners within a defined geographic area.

A second approach is "vertical": linking workplace partners primarily by industry (or other characteristics) through organizations that have a multi-level structure of local, state, and national affiliations. The most common vertical strategies involve national trade or industry associations, such as the National Retail Federation or the National Association of Manufacturers. A particularly important "vertical" structure is that of the U.S. Chamber of Commerce, with several thousand local affiliates.

The National School-to-Work Office has supported both horizontal and vertical strategies. For example, the School-to-Work Intermediary Project represents an investment in strengthening "horizontal" efforts to organize workplace partners. Other investments have focused on particular national trade associations and their affiliates, including grants to: the National Retail Institute, the Utility Business Education Coalition, Automotive Youth Educational Systems (AYES), the Home Builders Institute, the Hospitality Business Alliance, the National Association of Manufacturers/Institute for Educational Leadership, and the Information Technology Association of America/National Alliance of Business.

The National School-to-Work Office has also invested in efforts to combine vertical and horizontal approaches, with funding to expand local or regional initiatives to organize workplace partners. These investments include grants to: the Rhode Island Seafood Council, the CBIA Education Foundation, LEED-Sacramento, the Washington Software Alliance, and the Lansing Regional Development Foundation.

Third, the National School-to-Work Office has helped support the Center for Workforce Preparation, an education and training affiliate of the U.S. Chamber of Commerce designed to increase local and state chamber involvement in school-to-work system-building. Chambers of Commerce can play a unique role in providing employer leadership for making vital connections to education and workforce development systems in their communities.

## Opportunities and Challenges

In today's tight labor markets, employers are open to new ways to inform, recruit, and build loyalty among potential employees. The proliferation of industry associations and employer organizations that are encouraging members to collaborate with schools and young people is encouraging. With support from trade associations or local Chambers of Commerce, more employers will learn about the options available to them and feel that they have support to expand their involvement with education and young people. Associations can provide industry-related equipment, curricular materials, guidance on structuring work-based learning, and other ways to speed diffusion and adoption of effective practices.

As the automobile industry's AYES program and similar efforts have shown, concerted sectoral commitments and investments can promote rapid and efficient diffusion of solid programs. Similarly, the U.S. Chamber of Commerce's preparation of a toolkit and publicity for effective programs and materials rapidly reaches affiliates from Maine to California.

At the same time, local intermediary organizations that are building and operating youth-serving systems face challenges as they seek to navigate the world of state and national industry and trade associations. And vertically organized employer groups face challenges in cementing effective alliances and working relationships at the local level.

Industry associations or employer groups are concerned primarily with meeting their members' needs and expectations. Even at the local level, industry groups may be influenced by their national umbrella organization's priorities for working with schools. This can lead to tension locally if non-employer partners, or even other industry groups, have different visions. It often takes time for these diverse groups to align their efforts. Local intermediaries that broker within the business community and between business and other stakeholders can sometimes guide this alignment process better than single-industry groups that some stakeholders might perceive as too narrowly self-interested.

In practice, local Chambers of Commerce have played a variety of intermediary roles in many communities, often serving as the lead intermediary for aligning the community's schools and employers—and sometimes even establishing a separate center or spinning off an affiliated organization to take on this role. It is less common for single-industry associations to take the lead in community-wide efforts that involve more than their own industry. For these groups, alliances with intermediaries that organize across industry boundaries are more typical.

Even so, industry associations are a valuable resource for local efforts. They have capacity and connections, and the more actively they are recruited and integrated into efforts to connect young people with the local economy, the greater the chance that workplace partners will be well-supported—and that local programs will have the political and public support they need to deepen their roots, grow, and mature.

In the future, it will be important to coordinate horizontal efforts to engage and support workplace partners with those that are vertical. This might require specific outreach designed to bring all local stakeholders into agreement on vision and goals, and it might require clarification of the roles and responsibilities of each of the organizations that has a stake in and capacity to organize workplace partners.

## Additional Resources: Workplace Partners

*National School-to-Work Office:* For information on NSTWO national and regional industry award grantees, contact Chris Clancy, NSTWO, 400 Virginia Ave., SW, Washington, DC 20024, (202) 401-6222, www.stw.gov.

*Center for Workforce Preparation,* U.S. Chamber of Commerce, 1615 H Street, NW, Washington, DC 20062-2000, (202)463-5525, www.uschamber.org. The Center for Workforce Preparation assists local chambers that are committed to systemic education and training reforms, including school-to-work.

**Part IV:**

# How to Use the Tools

The School-to-Work Intermediary Project has developed a set of interconnected tools for communities to use as a guide in designing and implementing a system that makes connections among schools, youth organizations, workplaces, and the community. Part IV describes how to use these tools.

The project's primary tools provide a framework for building, improving, and sustaining intermediaries. These charts, assessments, workplans, and progress reports support that work in three content areas:

- *Making and Managing Community Connections:* The tools describe the stages of community intermediary systems development.
- *Strategic Intermediary Functions:* The tools help partners and community members focus on the four strategic functions of intermediary work.
- *Operational Intermediary Functions:* The tools describe the eight functions that must be fulfilled in the day-to-day operations of a community system.

For each content area, this guide discusses four tools:[1]

- *Charts* graphically illustrate the process, activities, characteristics, and necessary functions that a community must address as it builds a system that makes connections among schools, youth organizations, workplaces, and the community. The charts are available in several formats: handout-size, poster-size, and wall-size charts, as well as overhead transparencies and a PowerPoint presentation.
- *Assessment Tools* drawn from the charts enable partners and organizations to tie assessments of their progress to the characteristics of and priorities for activities needed at each stage of development or for each intermediary function.
- *Workplans* build from the priorities identified by using the assessment tools to identify activities, strategies, outcomes, target completion dates, and responsible parties.
- *Progress Reports* flowing from the workplans document progress toward objectives and lessons learned through the implementation of strategies.

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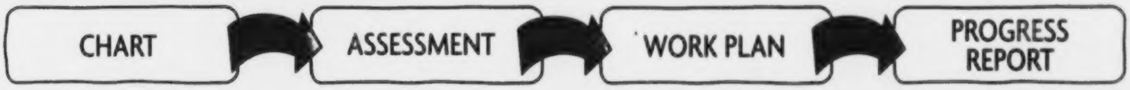
[1] These tools and this guide were developed by New Ways to Work in collaboration with its partners in the School-to-Work Intermediary Project. The tools (except the charts) are contained on the CD-ROM accompanying *The Intermediary Guidebook*. Electronic copies of the tools, as well as the guide, are also available through the project Web site: www.intermediarynetwork.org.

These tools are designed as a sequential set:

❶ Use the charts to develop a common language and framework for planning.

❷ Use the assessments to identify progress toward the core partners' outcome measures and priorities; and

❸ Use the workplans and progress reports to lay out and monitor the implementation strategy.



In addition to the four primary tools, this section describes *Facilitation Tools*, including agendas, matrices, community resource mapping tools, and facilitation strategies for working within a community.

*The Intermediary Guidebook* has presented a framework for creating and sustaining effective intermediaries that can make and manage community connections. This section begins to apply that framework. Assuming that the community, through the efforts of one or more intermediary organizations, has assembled a team to conduct the work, Part IV provides guidance for a "site leader"—an experienced trainer or organizer who can help the team think about and *apply* the intermediary functions and stages of development to strengthen the community's system for serving youth. The team members, with the help of the site leader, will use and adapt the framework as appropriate to their community, its vision, and its resources. Part IV introduces tools that have been tested and refined through years of practice—and that have proven flexible in their application to many communities.

### Attention Site Leaders

Site leader, before you bring the team together to work with these tools, get out the wall charts. Put them up in your office and orient yourself to the School-to-Work Intermediary Project, the Intermediary Functions (both Strategic and Operational), the Stages of Making and Managing Community Connections, and the resources available as you proceed through this guide. Perhaps now would be a good time to review parts I and II of *The Intermediary Guidebook*, with the charts as a frame of reference. If you do that, it will be much easier to understand these tools and how best to apply them to your work.

The tools comprise an interconnected set, with consistent language among them and multiple connections that:

- Foster the use and understanding of common language;
- Encourage the use of these tools in multiple settings;
- Deliberately connect the tools so to encourage concerted, focused system-building activities; and
- Create a continuity of strategies, resources, and language among the network partners across the country as the project seeks to build the strength, effectiveness, and momentum of intermediary organizations as players in their local youth-serving systems.

We recommend that you use "wall-sized" versions of the tools. The charts are available from New Ways to Work (e-mail: info@nww.org). The CD-ROM contains the other tools, which a copy center can enlarge to poster size (at least 36" x 54" for small groups).

Most of the exercises and facilitated sessions require the following items, which should be available and ready to use:

- Poster-size charts;
- Tape that will not harm posters or walls (e.g., Scotch 256 tape, which is available at art supply shops);
- Small, multi-colored sticky dots;
- At least two sizes of post-it notes;
- Colored markers (e.g., "Mr. Sketch," which doesn't bleed through paper onto walls); and
- A "tape friendly" meeting room with lots of good wall space on which to hang the charts.

### Your First Meeting with These Tools

In the first overview session, you will guide a core group of partners through four charts:

- *Why?What;*
- *Making and Managing Community Connections;*
- *Strategic Intermediary Functions;* and
- *Operational Intermediary Functions.*

Spend some time with each of these tools *before* using them with your core partners, community stakeholders, or your own organization's staff. Using the tools takes a bit of practice, but when you are comfortable with them, they provide a solid grounding for planning and implementing work in your community.

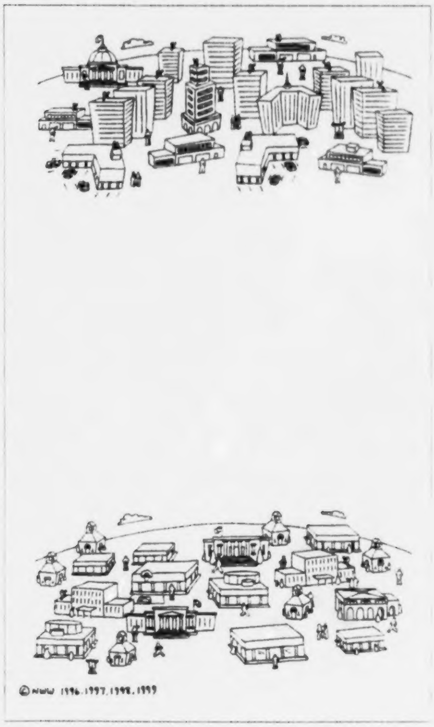
# Why?What

The *Why?What* tool and the accompanying exercise have three purposes:

- To visually illustrate current relationships and community connections;
- To help a group of partners or staff discover why an intermediary that coordinates multiple community connections is needed; and
- To provide an initial sense of what an intermediary does to make and manage those connections.

The exercise is best conducted with a group of partners and practitioners from a single community.

Grounding the members of a team in its current situation often helps them talk about where they wish to be. *Why?What* is a tool to help groups in a community begin discussing the need to better coordinate efforts, both to engage employers and to connect various youth-serving programs and systems. If your community is like most, many programs and organizations are trying to build and support relationships with employers and workplace partners in order to benefit youth. This exercise visually illustrates the confusion and inefficiencies created by multiple and/or competing efforts in a community.



Take a look at a blank *Why?What* chart.

At the top of the chart, the buildings represent the various workplace partners in a community, including those in the public, private, and non-profit sectors. This is the "demand-side."

At the bottom, the buildings represent the various school, community-based, and other providers that prepare young people for the world of work. This is the "supply-side."

In the middle is blank space. Participants in the planning process will use this space to "draw" existing connections between supply-side and demand-side entities.

### How to Use the *Why?What* Chart

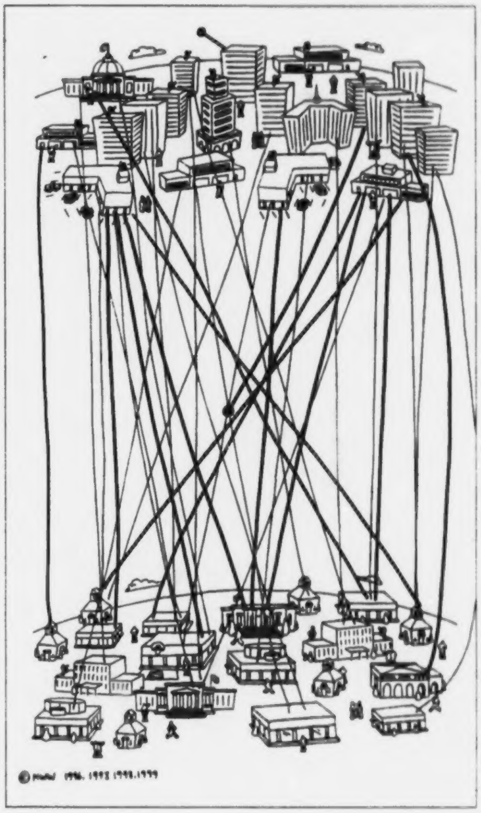
***Post and Demonstrate the* Why?What *chart.***

Begin with a poster- or wall-size version of the *Why?What* chart. Explain the layout as summarized above.

Next, draw lines connecting buildings from the top to those on the bottom, representing the multitude of connections between the hypothetical demand-side and the supply-side partners. Try to use specific examples from the community to help make the chart real. In doing so, label the buildings and use a separate color for each connection.

***Teams graphically illustrate the current reality.***

Tape a blank *Why?What* chart on the wall or a flip chart and ask the group to begin drawing the existing connections in the community. The goal is to visually depict current partnerships, relationships, and programmatic connections in the community.



Give each member of the group a marker and have them spend five to ten minutes drawing the connections between supply-side and demand-side partners, using different colors for each connection. Ask the group to be as specific as possible, naming the buildings to represent actual entities in their community.

***Discuss the chart with the group.***

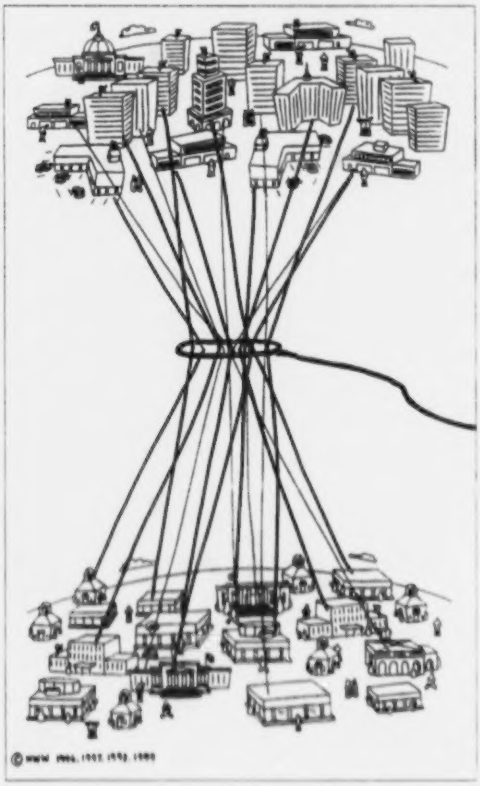
After everyone has drawn their connections, reassemble the group. Ask the participants to report on the chart, detailing the types of connections, workplace partners, and other community partners depicted. Generally, completed charts become tangled webs of connections between the supply and demand sides.

Ask the group for their first reaction. How do they think his situation looks to the workplace partners in the room? To the youth program partners? To teachers? What did they learn from doing this exercise?

***Demonstrate the "lassoed" version of the chart.***

Talk about the completed chart, with its dozens of confusing connections. Explain that this lack of coordination is not just confusing for all parties; it creates extra work and limits the ability to provide large numbers of placement opportunities and other types of community connections. For example:

- A workplace partner must generally establish relationships with coordinators at each of its supply-side partners, with no assurance that this is the best match. It must also deal with multiple expectations, calendars, regulations, systems, and levels of support. Materials and forms generally differ from program to program.
- Imagine how this tangled web appears from the student perspective. Activities are disconnected, and experiences don't build from one to the next. If the student changes schools or switches programs, most relationships are discontinued. A different set of processes and requirements surrounds access to quality work-based experiences and their connections to school-based activities.
- Because of inconsistencies across programs, many workplace partners will decide to work with only one program; others may respond to multiple requests for involvement by closing their doors to all activities.



- Supply-side partners often feel they must compete with other programs to develop and maintain relationships with workplace partners.

Point out that all of the schools and youth organizations have a single purpose in mind in relationship to these community connections: to provide young people with meaningful opportunities and exposure to the workplace. With a separatist approach, the organizations serve neither customer well. Workplace partners are confused and frustrated, and young people lose opportunities for deeper, more meaningful learning as they hop from program to program and experience to experience.

Next, draw a lasso on the completed chart, symbolically bringing together the myriad of connections into a single system. Explain that the lasso illustrates a *system* that coordinates the placements but not necessarily one that has all placements come through one central point.[2]

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[2] A common fear among schools and youth organizations is that they will be asked to give up existing relationships with workplace partners and have all placements go through one organization. The "lassoed system" demonstrates that the intermediary does not replace or displace existing connections or relationships. In fact, it honors existing connections and creates a framework from which these relationships are leveraged as part of one system for community connections.

Use the chart to frame a discussion about what a system might look like in the participants' community or communities. What issues would need to be addressed? Who should take the lead in facilitating a continued development process? Who else should the process involve?

*The lasso symbolizes the goal of what the community is trying to develop: a coordinated system for connecting youth and teachers to the workplace and connecting workplace partners to the classroom in a way that is easy and efficient for all parties.*

**Why?What Summary**

❶ Post and demonstrate the *Why?What* chart.

❷ Teams graphically illustrate the current reality.

❸ Discuss the chart with the group.

❹ Demonstrate the "lassoed" version of the chart.

❺ Discuss the possibility of a new structure in the community.

---

## Making and Managing Community Connections: The Five Stages of Community Intermediary Systems Development

The *Making and Managing Community Connections* chart helps a community visualize and identify its stage of development in the system-*building* process. It also provides a road map and guide to the systems-*improvement* process. It is a powerful tool for self-exploration and raising awareness, effective for both small and large groups (see fold-out chart following page 30).

The chart has five elements:

- A graphic depiction and title for each stage—Discovery, Design, Incubation, Growth, Integration;
- Characteristics or identifiers for each stage (in the circle beneath the title of each stage);
- Activities typically conducted within each stage (in the dialogue balloon);
- A breakthrough indicator, shown on the arrows between the stages, that signals when a community is ready to begin the next stage; and
- The system characteristics at the center.

Note the connection between the system characteristics at the center of the

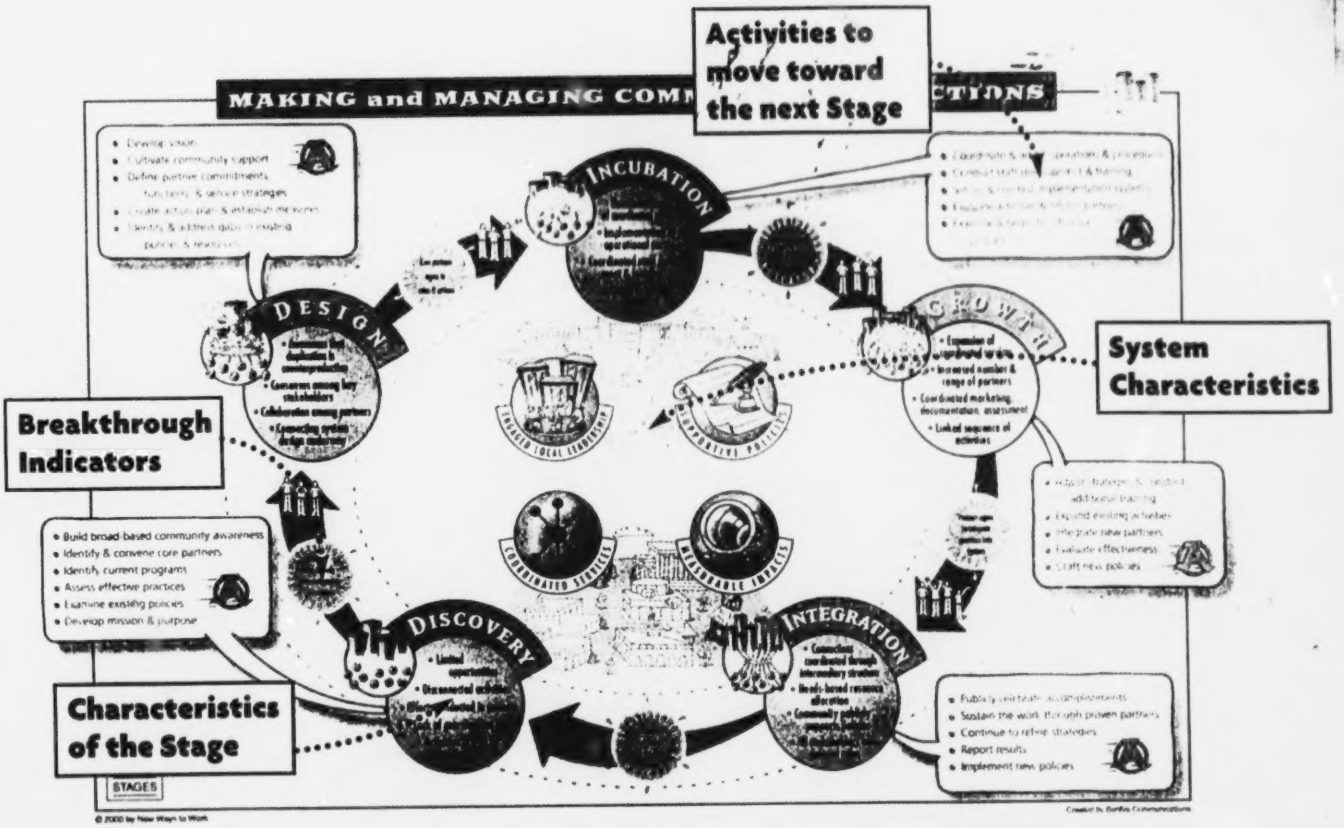
Activities to move toward the next Stage
MAKING and MANAGING COMM
CTIONS
System Characteristics
Breakthrough Indicators
Characteristics of the Stage
INCUBATION
GROWTH
INTEGRATION
DISCOVERY
DESIGN
ENHANCED LOCAL LEADERSHIP
SUPPORTIVE POLICIES
COORDINATED SERVICES
MEASURABLE IMPACTS
Develop vision
Cultivate community support
Define partner commitments, functions, & service strategies
Create action plan & establish measures
Identify & address gaps in existing policies & resources
Adjust strategies & conduct additional training
Expand existing activities
Integrate new partners
Evaluate effectiveness
Craft new policies
Build broad-based community awareness
Identify & convene core partners
Identify current programs
Assess effective practices
Examine existing policies
Develop mission & purpose
Publicly celebrate accomplishments
Sustain the work through proven partners
Continue to refine strategies
Report results
Implement new policies
STAGES
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chart and the four strategic intermediary functions. Also note the community images in the center of the chart that build on those on the *Why?What* chart.

### How to Use the *Community Connections* Chart

The purpose of the *Making and Managing Community Connections* chart is to describe the systems-building process of intermediary activities and development. It is designed for use by a team that has worked together and whose members are familiar with the community's intermediary activities, service-delivery strategies, and key stakeholders.

***Provide an overview of the* Community Connections *chart.***

The "Making and Managing Community Connections" chart is a visual depiction of the stages a community goes through in building an effective system. It helps a community visualize and identify its stage of development in the system-building process, and it provides a roadmap and guide to the systems-improvement process.

***Define and point out the five elements of the chart.***

Walk the group through the five stages. First, review the *titles* of each stage, beginning with Discovery.

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Next, walk the group though the *characteristics* of each stage, again beginning with Discovery and moving through the cycle to Integration. Repeat the cycle, focussing on the *activities* and *breakthrough indicators* for each stage. Then point out the *system characteristics* at the center of the chart.

***Review each stage and the characteristics of the stage.***

Walk the group through each stage, emphasizing the continual growth nature of the process. Focus on the "name" of each stage (Discovery, Design, Incubation, Growth and Integration) and its characteristics.

***Participants identify their community's stage of development.***

Give the group about five minutes to examine the chart up close. Ask each person to place a post-it note at the stage that he or she feels characterizes the community's stage of system development.

To assist in placing the community in a specific stage, ask people to select the *set of characteristics* (not the activities) that best describes the current condition. You may wish to give members of the group permission to indicate their primary sense of community system development, allowing them to add one or two secondary post-its for specific activities that they feel are better developed—just make sure each person indicates his or her primary sense of the community's progress.

It is not uncommon for team members to have vastly different perspectives on the current stage for the same community. Remind participants that, for now, each individual is indicating what they believe, without discussing their choices with one another.

After each person makes and posts a choice, ask the team for general feedback. How consistent are the opinions? Did the participants identify clusters of stages, or are the post-it notes all over the chart?

***Reach general agreement.***

Ask people to say how they voted and why. If the group is small, everyone can answer. If the group is larger than eight, you may want to sample clusters of votes. Have the group members discuss the chart and their opinions, observations, "ah-ha's," and understandings about the placement of the notes.

Would anyone like to change a vote? Ask the group to vote again, placing post-it notes where they see the community today. Give them some time to work this out, reminding them that there are no right answers. The Incubation Stage is no better or worse than the Discovery Stage. What is important is that the group comes to general agreement on the community's current stage in the first session with the *Making and Managing Community Connections* chart.

### *Making and Managing Community Connections* Chart: First Session Summary

❶ Explain the purpose of the Stages chart.

❷ Define the elements of the chart.

❸ Review each stage and breakthrough indicator.

❹ Participants identify their community's stage of development.

❺ Reach general agreement.

### Ongoing Uses for the Chart

The *Making and Managing Community Connections* chart, like most of the tools, is designed for multiple purposes. The overview session described here is just one application. Keep the charts posted in your office. Refer to them when orienting new partners or policymakers to your work. Review your progress against the charts regularly. Use them to frame professional development activities among core and partner staff. Have them handy when conducting the assessments or crafting workplans, as described below.

You may find it useful to "validate" the *Making and Managing Community Connections* chart for the group. Point out that the 25 communities involved in the School-to-Work Intermediary Project, and dozens of other communities, have used it successfully to help key stakeholders visualize where a community is, where it wants to go, and how it might get there. New Ways to Work first designed the stages on the chart in 1997 as a tool to visually document the process a community goes through in developing a system to make and manage workplace connections. The chart has evolved since then, incorporating feedback from hundreds of practitioners around the country.[3]

[3] The charts result from years of collaboration between Gordon Rudow of Bonfire Communications and the team at NWW. Joint projects have included community and school-based reinvention projects, citywide institutes, train-the-trainer sessions, and the development of sophisticated learning and communication tools for facilitators. The underlying principles behind the mapping and tool-building processes incorporate some centuries-old practices, as well as the latest thinking around organizational development, strategic communications, and adult learning. Bonfire Communications is unique in integrating these practices and has been creating tools like these for Fortune 500 companies and high-profile organizations for nearly a decade. Businesses ranging from Merck to Coca-Cola, Nortel Networks to Nasdaq, and schools, government agencies, and various nonprofits have used this form of communications and teaching for aligning teams, creating strategies, and getting to consensus quickly.

## Strategic Intermediary Functions

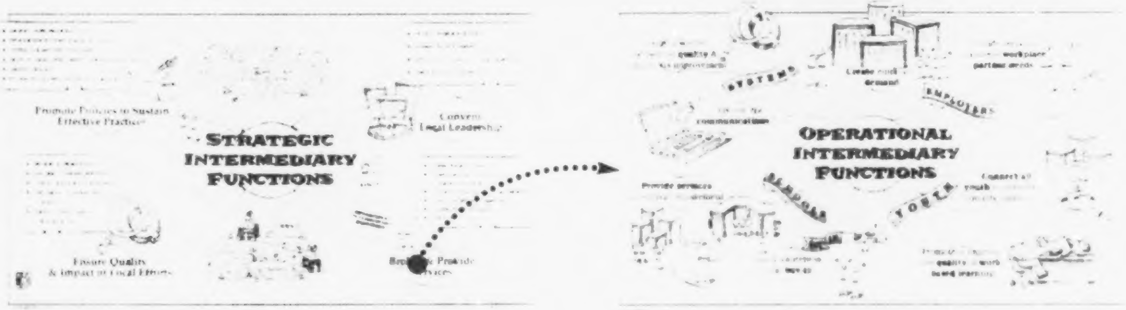
The *Strategic Intermediary Functions* chart conveys the four strategic functions of an intermediary:

- Convene local leadership;
- Broker and provide services;
- Ensure quality and impact of local efforts; and
- Promote policies to sustain effective practices.

The *Strategic Intermediary Functions* chart helps groups develop a shared framework and language for defining their intermediary activities in broad functional areas. It helps teams of partners and core staff begin discussing the *functions* that an intermediary fulfills, rather than the individual *activities* that various partners may perform.

This focus on functions is important. Activities and strategies shift to address specific needs or take advantage of opportunities over time, but the functions performed remain consistent.

If possible, discuss the *Strategic Intermediary Functions* and the *Operational Intermediary Functions* in the same session as you introduce the *Why?What* and *Making and Managing Community Connections* charts. Post the two functions charts on the wall, noting that the *Operational Intermediary Functions* provide detail to one of the strategic functions: "Broker and Provide Services."


Promote Policies to Sustain Effective Practices
STRATEGIC INTERMEDIARY FUNCTIONS
Convene Local Leadership
Ensure Quality & Impact of Local Efforts
Broker & Provide Services
SYSTEMS
EMPLOYERS
OPERATIONAL INTERMEDIARY FUNCTIONS
SCHOOLS
YOUTH

### How to Use the *Strategic Intermediary Functions* Chart

***Introduction: Revisit the Need for an Intermediary.***

As communities build and sustain systems that connect youth to the workplace and workplace partners to the classroom, it is necessary to coordinate, monitor, and oversee the process. The term "intermediary" describes the organization or collaborative entity that plays this role.

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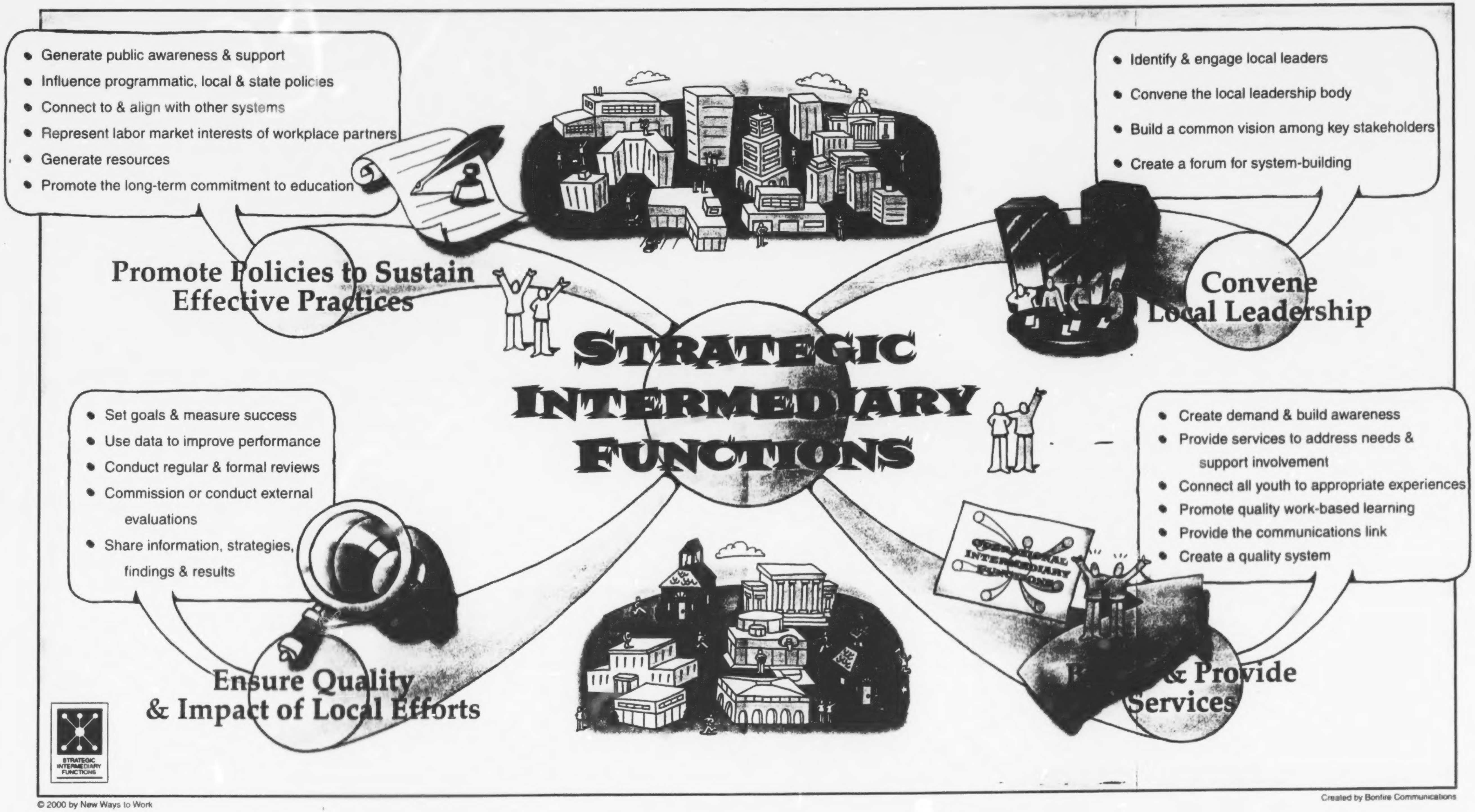

# STRATEGIC INTERMEDIARY FUNCTIONS

## Promote Policies to Sustain Effective Practices

- Generate public awareness & support
- Influence programmatic, local & state policies
- Connect to & align with other systems
- Represent labor market interests of workplace partners
- Generate resources
- Promote the long-term commitment to education

## Convene Local Leadership

- Identify & engage local leaders
- Convene the local leadership body
- Build a common vision among key stakeholders
- Create a forum for system-building

## Ensure Quality & Impact of Local Efforts

- Set goals & measure success
- Use data to improve performance
- Conduct regular & formal reviews
- Commission or conduct external evaluations
- Share information, strategies, findings & results

## B[illegible] & Provide Services

- Create demand & build awareness
- Provide services to address needs & support involvement
- Connect all youth to appropriate experiences
- Promote quality work-based learning
- Provide the communications link
- Create a quality system

STRATEGIC
INTERMEDIARY
FUNCTIONS

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The intermediary must ensure that four key functions are fulfilled. Explain that you will focus on the various operational activities intermediaries provide in a few minutes, but for now the discussion is focussed on the coordinating and oversight role that the intermediary plays.

Some points to consider:

- The intermediary can be a single organization, a newly created entity, or a collaborative partnership of several institutions.
- No one function is more important than another. *All four functions are necessary.*
- Each partner may play some role or conduct certain activities to address a particular function, but it is the intermediary that is responsible for coordinating and overseeing the work.

Review the *Why?What* charts, re-posting them if they are not still on the wall. Remind participants of the *Why?What* exercise and the conclusions the group has drawn. As you review the strategic functions, you will go deeper into defining what intermediaries actually do.

***Review the Strategic Functions.***

Discuss each of the functions, beginning with "Convene Local Leadership." Briefly describe the types of activities that relate to this function and provide specific examples. Consult Part I for details and some examples on those activities.

Next, discuss "Broker and Provide Services," "Encourage the Quality and Impact of Local Efforts," and, finally, "Promote Policies to Sustain Effective Practices."

### *Strategic Intermediary Functions* Chart Summary

❶ Introduction: Revisit the need for an intermediary.

❷ Review the strategic functions.

❸ Discuss the activities within each function.

## Operational Intermediary Functions

*The Operational Intermediary Functions* chart provides a visual framework for the operational functions that must be addressed in a community system.

The eight operational functions fall into four focus areas:

- Working with workplace partners;

- Working with schools and youth serving organizations;
- Working with youth; and
- Focusing on the delivery system as a whole.

The intermediary may provide on-the-ground services, or it may partner with other entities to provide these activities. It is the role of the intermediary to ensure that this programmatic activity occurs—and to monitor the system on an ongoing basis.

**How to Use the *Operational Intermediary Functions* Chart**

Begin by explaining that this chart illustrates the day-to-day activities involved in connecting youth to the workplace and workplace partners to the classroom.

Introduce the four focus areas of the chart. Begin with Workplace Partners, followed by Schools and Youth Serving Organizations, Youth, and Systems.

Using the information provided in Part I, identify the activities associated with each "Operational Intermediary Function." In addition, use real-world examples from the community.

Discuss the various roles of the intermediary, its core partners, and others in the community in terms of these services. Who provides them? Is there duplication? What collaborative and coordinated approaches are in place? Are there gaps in services?

### Operational Intermediary Functions Chart Summary

❶ Describe the chart and its focus on the day to day operations.

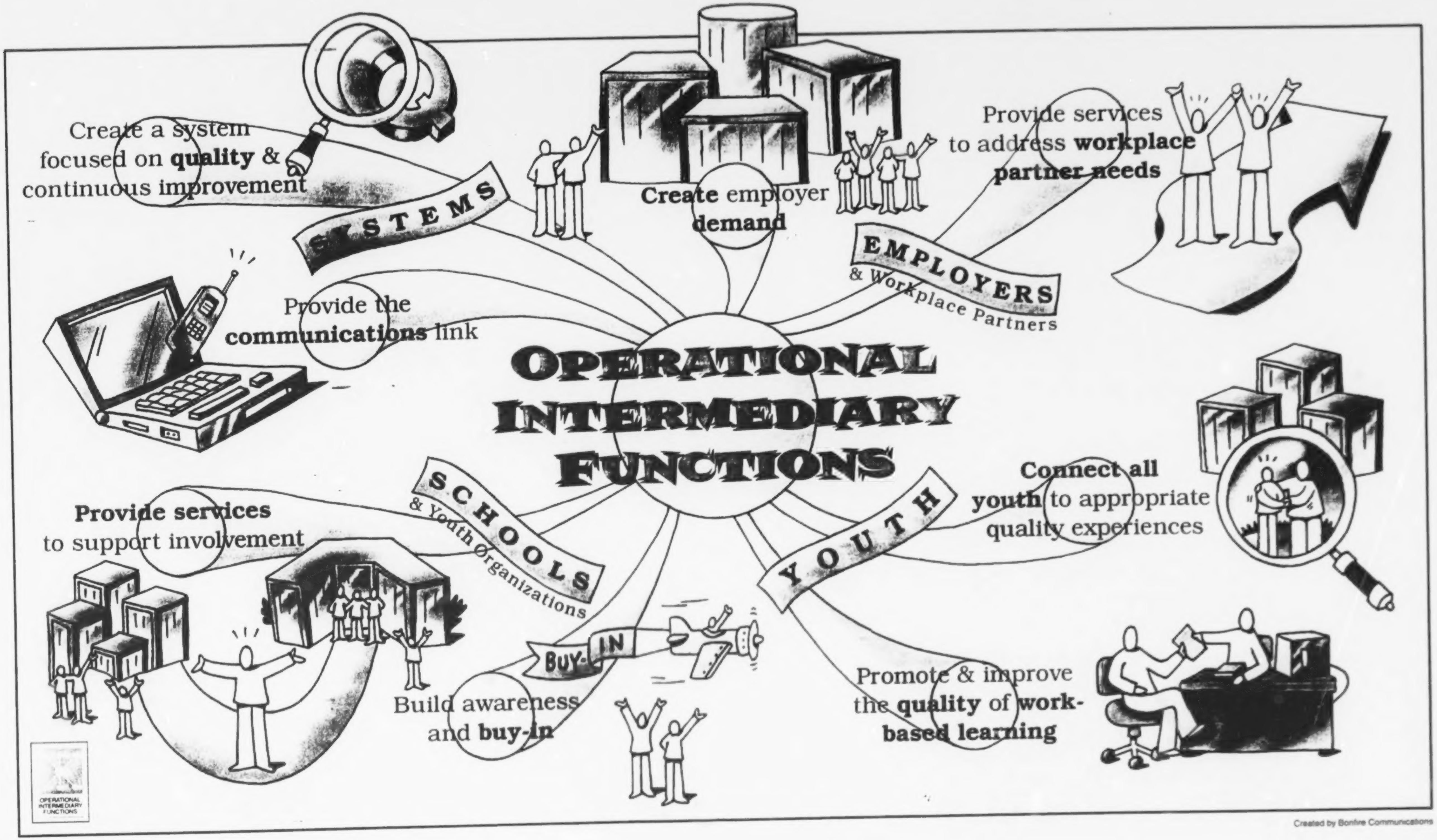
❷ Review the operational functions in each "customer" focus area.

❸ Discuss the activities within each function. Use real world examples from the community.

❹ Discuss the role of the intermediary and its partners in delivering these services.

## Next Step Tools

After the initial overview session, the group of core partners is ready to develop a framework, implementation plan, and monitoring strategies that will build on existing practice and improve the system for connecting schools and youth organizations to the workplace and connecting workplace partners to the



# OPERATIONAL INTERMEDIARY FUNCTIONS

**SYSTEMS**

Create a system focused on **quality** & continuous improvement

Provide the **communications** link

**EMPLOYERS**
& Workplace Partners

**Create** employer **demand**

Provide services to address **workplace partner needs**

**SCHOOLS**
& Youth Organizations

**Provide services** to support involvement

**BUY-IN**

Build awareness and **buy-in**

**YOUTH**

**Connect all youth** to appropriate quality experiences

Promote & improve the **quality** of **work-based learning**

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classroom.

Three types of tools are designed to assist the group during this process:

- Self-Assessments;
- Workplans; and
- Workplan Progress Reports.

Again, spend some time with the tools *before* using them with a group. These tools are designed as integrated sets. The core group should first complete the appropriate Assessment to identify and prioritize key outcomes desired, then apply those to creating a Workplan. Finally, the group will utilize the Workplan Progress Report to assess progress.

Use "blown-up," poster-size versions of the Assessment and Workplan for the session. (Both tools, as well as Workplan Progress Report, are available in both paper and electronic copy.)

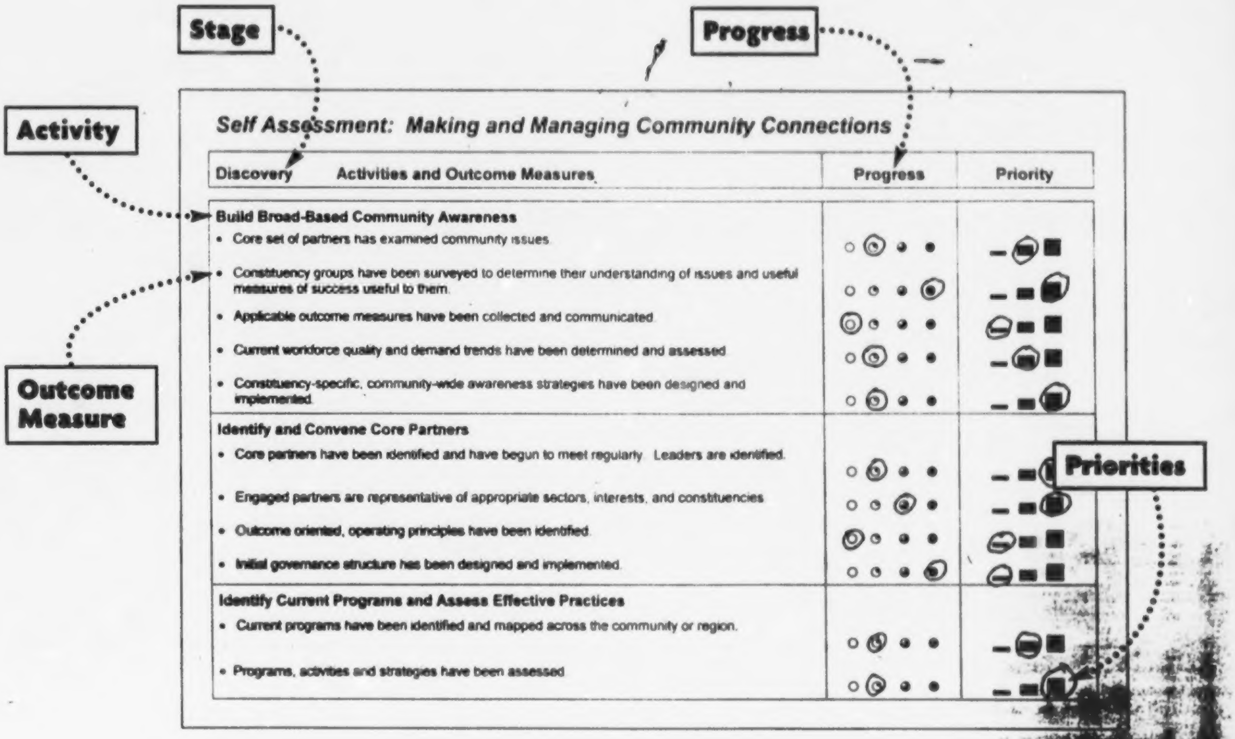
## Self Assessments

To assist communities in assessing their "current state" and to lay the foundation for a workplan, the School-to-Work Intermediary Project has developed three types of assessments. These focus on: Making and Managing Community Connections, Strategic Intermediary Functions, and Operational Intermediary Functions.

It is recommended that all groups complete the assessment tied to the stages of Making and Managing Community Connections. This formally grounds the group in the progress of systems development in the community and its system-building priorities.

When the Stages assessment is completed, the site leader and the group as a whole should determine which workplan to use. Are priorities primarily focusing the work on building intermediary capacity? If so, the Stages tools are most appropriate. Is the focus on bringing leadership to the table, developing policy, and conducting system-wide evaluation? If so, use the Strategic Functions tools. Are the partners ready to focus on day-to-day implementation issues? If so, use the Operational Functions tools.

Once selected, the team should complete or confirm the appropriate assessment, then use the priorities set through this process to drive the development


Stage
Progress
Activity
Outcome Measure
Priorities

*Self Assessment: Making and Managing Community Connections*

| Discovery Activities and Outcome Measures | Progress | Priority |
|---|---|---|
| **Build Broad-Based Community Awareness** | | |
| • Core set of partners has examined community issues | ○ [✓ ◔] ◕ ● | – [✓ ▬] ■ |
| • Constituency groups have been surveyed to determine their understanding of issues and useful measures of success useful to them. | ○ ◔ ◕ [✓ ●] | – ▬ [✓ ■] |
| • Applicable outcome measures have been collected and communicated | [✓ ○] ◔ ◕ ● | [✓ –] ▬ ■ |
| • Current workforce quality and demand trends have been determined and assessed | ○ [✓ ◔] ◕ ● | – [✓ ▬] ■ |
| • Constituency-specific, community-wide awareness strategies have been designed and implemented. | ○ [✓ ◔] ◕ ● | – ▬ [✓ ■] |
| **Identify and Convene Core Partners** | | |
| • Core partners have been identified and have begun to meet regularly. Leaders are identified. | ○ [✓ ◔] ◕ ● | – ▬ [✓ ■] |
| • Engaged partners are representative of appropriate sectors, interests, and constituencies | ○ ◔ [✓ ◕] ● | – ▬ [✓ ■] |
| • Outcome oriented, operating principles have been identified. | [✓ ○] ◔ ◕ ● | [✓ –] ▬ ■ |
| • Initial governance structure has been designed and implemented. | ○ ◔ ◕ [✓ ●] | [✓ –] ▬ ■ |
| **Identify Current Programs and Assess Effective Practices** | | |
| • Current programs have been identified and mapped across the community or region. | ○ [✓ ◔] ◕ ● | – [✓ ▬] ■ |
| • Programs, activities and strategies have been assessed | ○ [✓ ◔] ◕ ● | – ▬ [✓ ■] |

of the workplan and the evaluation of progress.

## How to Use the Assessments

All the assessments are organized in the same way. For each one, the left-hand column lists conditional statements (or goals) that are drawn directly from the elements of the stages or functions charts. First, the group identifies the community's *progress* toward meeting those goals. Then, it *prioritizes* areas of focus for inclusion in the workplan.

***Explain the use of the assessment.***

Teams first meet as a group to agree on the identified goals or conditions listed under each function or stage. The elements listed are examples to help everyone gain a shared understanding of the desired outcomes associated with each function or stage. Teams may edit or modify the statements to reflect the community.

To make it easier for participants to agree on the progress and priority of each element, enlarge a blank assessment form and modify it to reflect the agreed-

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upon activities. (Later, you may choose to modify the electronic copy provided on the companion CD-ROM.)

In the progress column for each element, note the four circles. Explain them:

- *Little or no progress (blank circle):* Not part of our thinking;
- *Some Progress (quarter-filled-in):* Aware of the need for this element and have begun or are planning to address the issue;
- *Good Progress (three-quarters-filled-in):* Moving well along in this area; part of existing workplans and addressed on a regular basis; and
- *Fully integrated (filled-in circle)* into all activities.

***Individuals complete the assessment.***

Ask each person to complete the progress portion of the assessment. People can do this on their own prior to the meeting, or during the first part of a group session.

***Individuals post and discuss progress.***

Ask each person to use small sticky dots to post their sense of community progress for each element on the large wall charts. Discuss the votes.

Is there general agreement? If the dots are clustered on two adjacent circles, note that there is general agreement on progress in the area, but don't discuss those elements right now. Are there areas of wide disagreement, with some people feeling an element is fully integrated while others see little progress? Discuss these disagreements and try to bring the group to some common understanding of progress in that area.

***Establish priorities.***

After each person has shared his or her sense of progress for each of the elements, the next step is to establish priorities in each area.

The bars in the far right column indicate low, medium, and high priorities. Frame the exercise in the context of a time period for which the group will be developing a workplan (e.g., priorities for the coming year). Limit the number of "highs" each person can designate and also set a required minimum number of "lows." Unless forced to make some choices, groups will tend to rank most elements as a high priority. A "low" ranking doesn't mean an element is not important; it simply means that it is less of a priority in the context of the workplan's timeframe.

You have some options for the priority-setting process, depending upon the size of the group. If the group is small, ask each individual to post her or his priorities, using the sticky dots. If the group is large, split it into teams of three to five people; ask each group to work with one or two of the pages posted on the walls. (There will be four or five pages in all, with a number of elements on each page depending on the self-assessment selected.)

If you use the teamwork strategy, have a member from each team report to the whole group, explaining the reasons for each priority. Ask the group as a whole to react: Do they agree? Would they change the priorities?

If individuals post their priorities, examine and discuss the results, focusing on areas where the group does not have a general sense of agreement. Use a similar process to the progress discussion described above. Discuss the areas where all three priority indicators have a few dots, as well as those where most people voted "low" or "high."

***Discuss the relationship of progress to priority.***

After all teams have reported or all individuals have posted their choices and the group has reached a general consensus, look at the relationship of the priorities to the progress indicators. Referring to elements on the chart, point out combinations of:

- *High priority with a low stage of development:* These are critical elements for the workplan to address.
- *High priority with a high stage of development:* The element is important, and the workplan should include it, as a maintenance of effort.
- *Low priority and high stage of development:* Consider why the element is an area of focus in the community. Is need driving the work or some other factor? Consider not including it in the workplan.
- *Low priority and low stage of development:* Confirm that indeed this is not an important element in the community's plan for the near future.

With the assessment complete, you are ready to develop a workplan.

## Workplans

Three formats of project workplans assist communities in moving from the assessment process to measurable implementation steps. Communities have the option of completing a workplan based on Stages of Making and Managing

Community Connections, the Strategic Intermediary Functions, or the Operational Intermediary Functions. After it selects the right tool set, (for assistance in selection, see the introduction to assessments, page 67), the group should complete the appropriate assessment. If the assessment has already been completed, confirm the findings with the group.

## How to Use the Workplan

***Identify the workplan development team and prepare a template.***

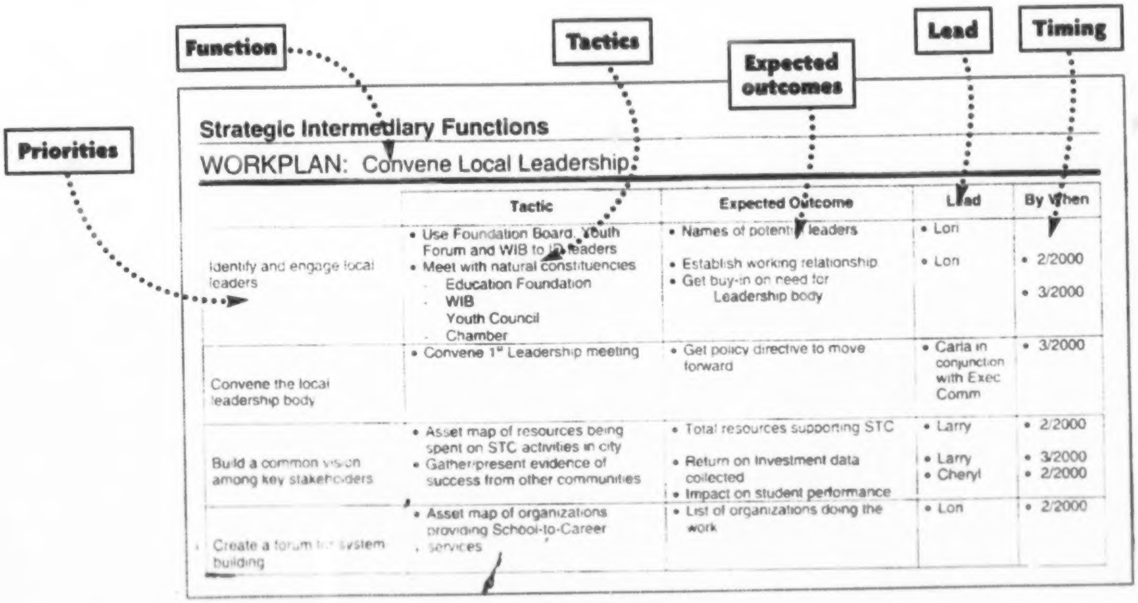
Prior to the workplan development session, identify key representatives from the core partners that will work together to develop the workplan.

Modify the computer file for the selected template on the CD-ROM to reflect the priorities identified in the assessment process. There may be items that the community has chosen not to address, items that have been added, or language that has been changed to reflect local concerns. Create a poster-size version of the modified template for use while working with the group.

***Complete the workplan.***

For each prioritized element, developing the workplan means the group must supply certain information and make decisions:

- *Tactics:* What tactics, strategies, or activities will address the workplan element?
- *Expected Outcomes:* What results will each tactic, strategy, or activity produce?


Function
Tactics
Expected outcomes
Lead
Timing
Priorities

**Strategic Intermediary Functions**

WORKPLAN: Convene Local Leadership:

| | Tactic | Expected Outcome | Lead | By When |
|---|---|---|---|---|
| Identify and engage local leaders | • Use Foundation Board, Youth Forum and WIB to ID leaders<br>• Meet with natural constituencies<br>- Education Foundation<br>- WIB<br>Youth Council<br>- Chamber | • Names of potential leaders<br>• Establish working relationship<br>• Get buy-in on need for Leadership body | • Lori<br>• Lori | • 2/2000<br>• 3/2000 |
| Convene the local leadership body | • Convene 1st Leadership meeting | • Get policy directive to move forward | • Carla in conjunction with Exec Comm | • 3/2000 |
| Build a common vision among key stakeholders | • Asset map of resources being spent on STC activities in city<br>• Gather/present evidence of success from other communities | • Total resources supporting STC<br>• Return on investment data collected<br>• Impact on student performance | • Larry<br>• Larry<br>• Cheryl | • 2/2000<br>• 3/2000<br>• 2/2000 |
| Create a forum for system building | • Asset map of organizations providing School-to-Career services | • List of organizations doing the work | • Lori | • 2/2000 |

How will you measure its effectiveness?

- *Lead:* Who, and at what organization, is responsible for conducting the activity?
- *Timing:* What is the expected date of completion?

Record the answers to these questions on the wall-sized, modified template of the workplan. Ask a person to be the recorder and enter the data in the template, either on a hand-out size or directly into the file on a computer.

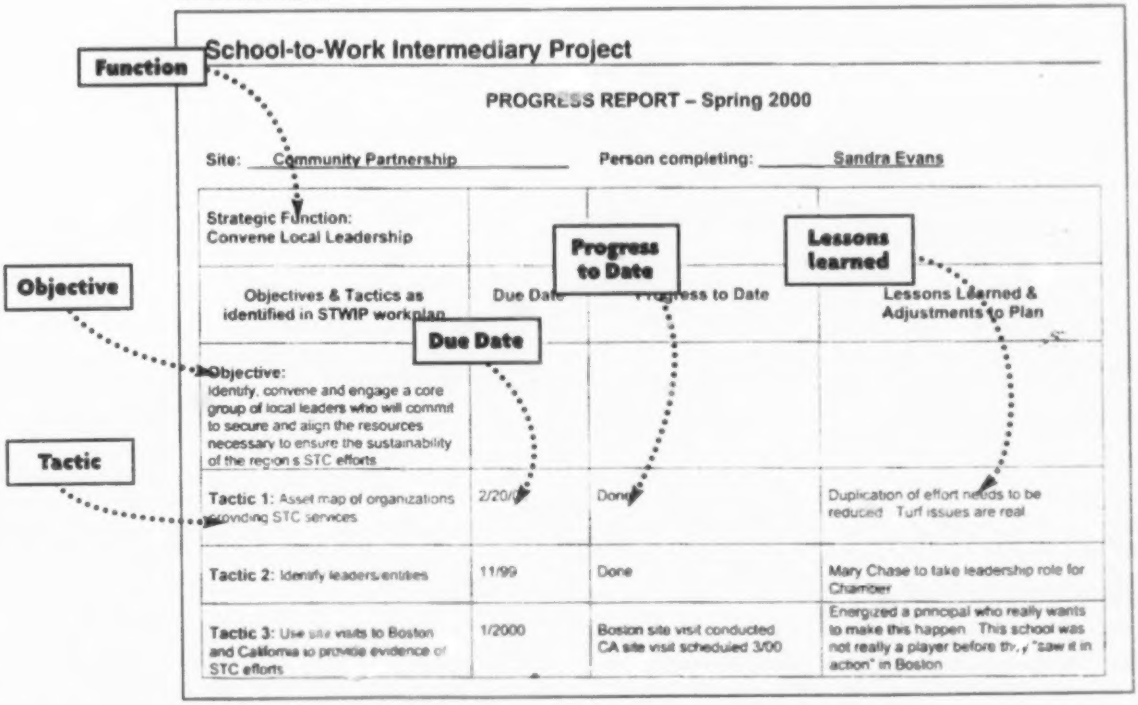
***Share the completed workplan with the full team.***

Circulate the completed workplan to the full group of leaders from the core partners. Confirm the plan. Confirm the role of each organization and staff person in executing the plan.

## Workplan Progress Report

The Workplan Progress Report is a tool to assess both progress to-date and lessons learned. Interim assessments document progress and modifications to the workplan.

### How to Use the Workplan Progress Report


Function
Objective
Tactic
Due Date
Progress to Date
Lessons learned

School-to-Work Intermediary Project

PROGRESS REPORT – Spring 2000

Site: Community Partnership
Person completing: Sandra Evans

| | | | |
|---|---|---|---|
| **Strategic Function:**<br>**Convene Local Leadership** | | | |
| **Objectives & Tactics as identified in STWIP workplan** | **Due Date** | **Progress to Date** | **Lessons Learned & Adjustments to Plan** |
| **Objective:** Identify, convene and engage a core group of local leaders who will commit to secure and align the resources necessary to ensure the sustainability of the region's STC efforts | | | |
| **Tactic 1:** Asset map of organizations providing STC services | 2/20/0 | Done | Duplication of effort needs to be reduced. Turf issues are real |
| **Tactic 2:** Identify leaders/entities | 11/99 | Done | Mary Chase to take leadership role for Chamber |
| **Tactic 3:** Use site visits to Boston and California to provide evidence of STC efforts | 1/2000 | Boston site visit conducted<br>CA site visit scheduled 3/00 | Energized a principal who really wants to make this happen. This school was not really a player before they "saw it in action" in Boston |

Transcribe to the progress report the goals, objectives, tactics, and due dates from the workplan. Briefly summarize progress to date, noting completion or stage of progress. Identify and record any lessons learned and modifications to the original workplan. When the progress report is completed, assure that the workplan is modified to reflect any changes and circulated to key staff and leadership.

## Sample Facilitation Tools

The partners in the School-to-Work Intermediary Project have designed and collected several additional tools, agendas, and matrices to support intermediary development and implementation activities.[4]

### Up-Front Decision-Making Agenda

The Up-Front Decision-Making Agenda is intended for use in a facilitated planning meeting focused on laying the groundwork for joint initiatives. A team of decision-makers from the core partners uses it to assist in the process of confirming mission and purpose, formalizing management and governance structures, setting measurable system goals, and identifying who or which organization is responsible for critical operational elements.

This agenda helps the group lay the groundwork for future activities in the community. Use it after the group has reached a general consensus to pursue the development or enhancement of strategic and operational functions.

*How to use the up-front decision-making agenda:* The facilitator's copy of the agenda provides process steps and tips for reaching consensus. When the group makes decisions, record and confirm the statements. The group will revisit these decisions, often several times, in the planning and implementation stages of intermediary development.

### Strategic or Operational Functions Planning Matrix

The Planning Matrix tool is used to help teams reach consensus on the roles and responsibilities of key partners concerning operational intermediary functions. It also helps identify duplicated services and clarify confusion over specific partner roles and responsibilities.

*How to use the planning matrix:* To begin, ask the team to identify the core partners and programs that provide strategic or operational functions. Use a poster-

[4] The tools themselves are provided on the companion CD-ROM.

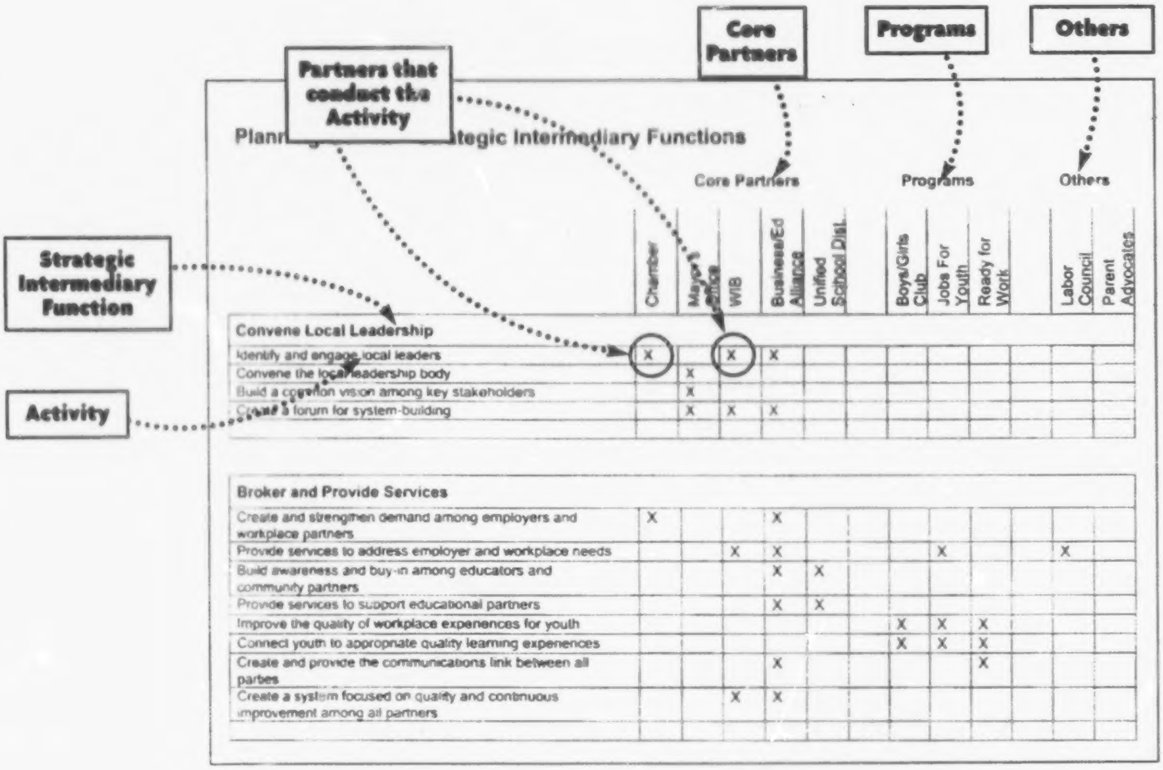
size copy of the matrix to record the partners and programs for which the group reaches consensus.

Next, give each participant a hand-out-sized copy of the planning matrix to individually complete. Ask each person to assess the "as is" state—that is, the programs that currently provide this service or activity. After everyone has completed the matrix, ask each participant to review it, indicating the partners or programs they believe should have primary and secondary responsibility for each of the activities listed.

Return to the poster-size chart. Review each activity, with the goal of reaching consensus on which partner or program should have primary or secondary responsibility for each activity and function. If consensus can not be reached in a few minutes, circle the activity and return to it at the end of the exercise.

*Using the matrix as a mapping tool:* The matrices can also be used to map the current programs and organizations conducting the activities or functions in the community. Enter the names of organizations across the top row, and place a check or "x" in the box for each activity or function the organization conducts.

Use the resulting chart as a way to begin the conversation among organizations


Core Partners
Programs
Others
Partners that conduct the Activity
Strategic Intermediary Function
Activity

Plann ategic Intermediary Functions

| | Core Partners | | | | | | Programs | | | | Others | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Chamber | Mayor's Office | WIB | Business/Ed Alliance | Unified School Dist. | | Boys/Girls Club | Jobs For Youth | Ready for Work | | Labor Council | Parent Advocates |
| **Convene Local Leadership** | | | | | | | | | | | | |
| Identify and engage local leaders | X | | X | X | | | | | | | | |
| Convene the local leadership body | | X | | | | | | | | | | |
| Build a common vision among key stakeholders | | X | | | | | | | | | | |
| Create a forum for system-building | | X | X | X | | | | | | | | |
| | | | | | | | | | | | | |
| **Broker and Provide Services** | | | | | | | | | | | | |
| Create and strengthen demand among employers and workplace partners | X | | | X | | | | | | | | |
| Provide services to address employer and workplace needs | | | X | X | | | | X | | | X | |
| Build awareness and buy-in among educators and community partners | | | | X | X | | | | | | | |
| Provide services to support educational partners | | | | X | X | | | | | | | |
| Improve the quality of workplace experiences for youth | | | | | | | X | X | X | | | |
| Connect youth to appropriate quality learning experiences | | | | | | | X | X | X | | | |
| Create and provide the communications link between all parties | | | | X | | | | | X | | | |
| Create a system focused on quality and continuous improvement among all partners | | | X | X | | | | | | | | |
| | | | | | | | | | | | | |

around leveraging and coordinating efforts or as a way to identify gaps in service.

### Community Resource Mapping Tools

Before planning a comprehensive system that provides a system for community connection, it is necessary to assess the resources and services already available, as well as gaps in services. To do this, the Community Resource Mapping system consists of two assessment tools: one to map resources provided by the business community, the other to identify the activities of school and community-based providers. Together, these "map" the total resources (funding, people, and programs) in the community. The results may be entered in a database used to generate reports and maintain information on the key resources in a community.

## Additional Tools

The companion CD-ROM to *The Intermediary Guidebook* contains the tools described in this section, as well as a number of others developed and collected by the project partners and the affiliated network sites. For specific tools and description of their use, see the "CD-ROM Directory" in the appendices.

Many of these tools are also available in hard-copy format from New Ways to Work, including the large, full-color versions of the charts.

For more information contact:

New Ways to Work
Publications
785 Market Street, Suite 950
San Francisco, CA 94103
415-995-9860
info@nww.org

**Appendix I:**

# The School-to-Work Intermediary Project

The School-to-Work Intermediary Project seeks to strengthen and raise the profile of local organizations that connect schools, workplaces, and other community resources to improve pathways for youth into postsecondary learning and careers.

In many communities, new partnerships have emerged to promote young people's self-confidence about their abilities, increase their connections to adults and opportunities outside the classroom, and foster the academic and work-related competencies that are needed to succeed. However, education-community relationships do not develop automatically; nor can they be sustained without significant commitments of time and resources. To do so requires organizations prepared to play an *intermediary* role—committed, structured, and staffed to creating and supporting effective, efficient collaborations.

In its first phase, from the fall 1998 through the spring of 2000, the School-to-Work Intermediary Project:

- Conducted research on strategies and activities of intermediary organizations;
- Provided technical assistance to 25 intermediaries to strengthen, and accelerate improvement in, their convening and connecting activities;
- Conducted and disseminated research through the project Web site, public presentations, project intersite meetings, and other venues; and
- Launched and staffed an Intermediary Network that supports peer learning opportunities and provides a voice for these organizations in national, state, and local policy arenas.

## The School-to-Work Intermediary Project Today

The project's second phase, begun in mid-2000, focuses on:

- Building momentum by expanding the Intermediary Network of organizations that take advantage of its tools, research, peer learning opportunities, and other resources;
- Strengthening leadership by helping the original 25 network members become a strong core for expanding that network;
- Gathering evidence by collecting, analyzing, and disseminating data on the intermediary activities, priorities, and growth of network members;

- Guiding practice by creating and marketing tools, materials, and activities that can inform the field about "best practices" across the nation and encourage quality intermediary efforts;
- Promoting effective policy by documenting and promoting public policies that can sustain and advance intermediary activities and organizations; and
- Reaching key audiences by disseminating project products through print and electronic means.

## Project Accomplishments

***The project has identified a set of functions that are essential to the success and sustainability of community-wide efforts to connect youth to the workplace and employers and their workforces to the classroom.***

One or more local institutions must fulfill *four strategic functions* to connect schools and community resources in ways that are effective and sustainable:

- Convene key stakeholders;
- Broker or provide services to employers, educational institutions, young people, and the youth-serving system;
- Measure outcomes to ensure the quality and impact of these efforts; and
- Promote policies that can sustain effective practices.

Intermediary organizations play key, day-to-day, operational functions in their communities. These organizations work:

**With workplace partners** to (1) create and strengthen demand and (2) provide services to address needs;

### Summary of Project Accomplishments

- The project has identified a set of functions that are essential to the success and sustainability of community-wide efforts to connect youth to the workplace and employers and their workforces to the classroom.
- As a result of participation in the project, sites have implemented new program elements or activities.
- Participating intermediaries have engaged a variety of new partners in local youth-serving efforts.
- Sites have attracted new financial and other resources for local connecting and convening efforts.
- Peer learning has raised the quality of activities through opportunities to share information and experience and to use project tools and research materials.

**With schools/community** to (1) build awareness and buy-in and (2) provide services to support involvement;

**With youth** to (1) connect youth to appropriate quality experiences and (2) promote and improve the quality of work-based learning; and

**With all partners** to (1) provide a communications link and (2) create a system focused on quality and improvement.

***As a result of participation in the project, sites have implemented new program elements or activities.***

*Examples from project sites:*

**Boston Private Industry Council** (Massachusetts) created an "employer organizing" department and provided staff for it.

**East Bay Learns** (Hayward, California) strengthened its connection with Youth Councils, drawing on evidence of coordination between Workforce Investment Boards/Youth Councils and school-to-career efforts throughout the country.

**Greater Louisville, Inc.**, (Kentucky) introduced e-mentoring, identified niche career areas, and established working connections with the emerging Youth Council and the Workforce Investment Board.

**New Bedford Public Schools** (Massachusetts) involved new partners, bringing the mayor of New Bedford into its work and reaching out to employers, particularly through the South Coast Compact.

**San Diego Workforce Partnership** (California) developed a model for integrating the implementation and processes of school-to-career with such efforts as Youth Opportunities Grants and the Youth Council and other Workforce Investment Act activities.

***Participating intermediaries have engaged a variety of new partners in local youth-serving efforts.***

*Examples from project sites:*

**Career Partners, Inc./Tulsa Chamber of Commerce** (Oklahoma) strengthened its linkages with Chamber members, functions, and events and began brokering services for local employers, Tulsa Community College, and others.

**Illinois Federation of Labor, AFL-CIO** forged partnerships with the Illinois Chamber of Commerce to address the gap between education reform and workforce development.

**LEED-Sacramento** (California) reports that it heightened regional awareness of its value as an intermediary, including its contribution to connecting activities, thereby using its prominence in a national project to help enhance buy-in among strategic stakeholders.

**Rochester Area Career Education Collaborative** (New York) brought in forty-two new employers and three organizations serving special populations.

**Youth Trust** (Minneapolis, Minnesota) brought existing but isolated school-to-career efforts into closer working relationships, interested several employers in school-to-career activities, enlisted the support of two labor unions, and engaged the Private Industry Council in more productive ways.

***Sites have attracted new financial and other resources for local connecting and convening efforts.***

*Examples from project sites:*

**Business/Education Expectations** (Kansas City, Missouri) attributes its project participation to winning a $570,984 Department of Labor grant to enhance the school district's school-to-work efforts and link those with other Missouri efforts.

**Capital Area Training Foundation** (Austin, Texas) attracted financial support for its programs to support summer youth supervisors and is pursuing funding to connect math, science, and computer teachers to Internet companies.

### A Collective Profile of the Project Sites

The School-to-Work Intermediary Project has created and supported—and learned from—a 25-member network of organizations that link schools, employers, and other community resources. These 25 sites are a diverse group, yet all are committed to sustaining and increasing their roles in helping schools, workplace partners, and other community resources collaborate more effectively to yield long-term learning and career benefits for local youth.

**Organizational Type:** Network members include: nonprofit business-school partnerships (9), local school-to-work partnerships (9), Chambers of Commerce (5), Private Industry Councils (3), school districts (2), a local education fund, a government agency, and a labor organization.

**Staffing: Range:** 1-55 FTE; Median: 5 FTE

**Annual Budget:** Range: $100,000–$5 million; Median: $746,500

**Annual Budget for School-to-Work Intermediary Efforts:** Range: $35,000–$1.3 million; Median: $460,900

**Schools Involved:** Range: 2–200+; Median: Over 100

**Employers Involved:** Range: 12–1,000+; Median: Over 200

**Funding Sources:** Most have federal School-to-Work funding, but only two rely solely upon federal resources. Other sources include private corporations, foundations, school districts, state budgets, events, and fee-for-service work.

**Berkshire County Regional Employment Board** (Massachusetts) secured funding for additional projects, such as efforts to develop an information technology pathway and a career majors initiative.

**Charleston Metro Chamber of Commerce Education Foundation** (South Carolina) raised $80,000 from corporations and foundations for school-to-work and other projects.

**Fox Cities Alliance for Education** (Appleton, Wisconsin) won a planning grant to study the feasibility of creating a Regional Technical High School to serve the consortium's eight school districts. The idea of pooling resources to create a school emerged after conversations that members of the Alliance Consortium had with peers in the School-to-Work Intermediary Project.

***Peer learning has raised the quality of activities through project tools, research materials, and opportunities to share information and experience.***

*Examples from project sites*

**BaySCAN** (San Jose, California) acquired a "big picture" of what is necessary, what works, and what the common barriers are, and it shared project materials within its own state-wide network. Moreover, the project provided the backbone for BaySCAN's strategic plan.

**Boise Metro Chamber of Commerce and the Southwest Idaho STW Partnership** learned from approaches modeled by other network members in initiating associations with the Workforce Investment Board and Youth Council and a collaboration with the local university on industry consortiums.

**New York Citywide STW Alliance** (New York) called peer learning the project's most important contribution, particularly "the opportunity to develop direct personal relationships with our peers in other cities and at national organizations."

**Philadelphia Youth Network** (Pennsylvania) reported that participation fostered enhanced connections with other leading school-to-work sites. In a city with a highly developed school-to-work system, the Philadelphia Youth Network valued the project's team planning time and impetus to reflect on practice, time that it otherwise might not have been able to afford.

**Sonoma County STC Partnership's** (California) team members, through participation in project intersite meetings, became strong champions of their organization, enabling them to help other policymakers improve their understanding and ability to move school-to-career forward. One team member, who is an aide to a state legislator, wrote currently pending legislation for state school-to-career funding, a role made possible by his participation in a project intersite.

**Tulare County Office Of Education** (California) greatly expanded its national network and gained ideas it might apply locally, such as e-mentoring to connect students electronically with employers. Peer learning opportunities helped the coalition revitalize and refocus its work, for example, by providing information that supported an expanded vision for the new Youth Council and a countywide youth agenda.

### Peer Learning in the School-to-Work-Intermediary Project

Intermediary Network members highly value their opportunities to learn from one another about networks, publications, and models and strategies on such issues as funding and implementation. Network membership has significantly helped them articulate clear messages, raise the quality of efforts to convene local partners, and market school-to-career to workplace partners and schools.

The network's opportunities for peer learning among sites have included:

**Leadership Team Meeting:** In March 1999, project partner representatives, technical-assistance coordinators, and "Leadership Site" representatives met as part of the process of designating local sites to participate. To help provide peer learning opportunities to project sites, four Leadership Sites had been selected: BaySCAN, Boston PIC, LEED-Sacramento, and Philadelphia Youth Network/Education for Employment.

**Team Leader Intersite:** In May 1999, representatives of the 25 project sites came together to share information on practices, receive assistance in developing local work plans, and help set a common project agenda.

**Institute:** In October 1999, 20+ teams participated in two days of facilitated training on: the strategic intermediary functions, employer engagement, serving all students, accountability, standards, and other topics.

**Peer Learning Site Visits:** In winter 2000, network members visited the Leadership Sites. Boston PIC and Philadelphia Youth Council hosted an intersite on policy advocacy, funding strategies, and data and measurement. BaySCAN and LEED hosted an intersite on employer involvement and regional intermediary approaches.

**Policy Forum:** In March 2000, 50 team leaders, partners, and advisors met in Washington, DC, for policy briefings with high-level officials, in-depth dialogue on federal legislation, discussions of state strategies, and sessions with congressional representatives.

**Leadership Meeting:** In June 2000, network members came together to follow up on the Policy Forum, share best practices and lessons learned, and discuss plans for expanding the network and using it to improve local practice.

**Content Conference Calls:** On a regular basis, the project brings network members together through conference calls on issues of broad interest, with content presentations by experts. Each call focuses on one topic, such as employer engagement, funding strategies, inclusionary strategies, and federal legislation.

## Appendix II:

# The Intermediary Network: School-to-Work Intermediary Project Sites and Partners

## PROJECT PARTNERS

The lead partners of the School-to-Work Intermediary Project are Jobs for the Future and New Ways to Work. There are six other project partners: the AFL-CIO Working for America Institute, the Bay Area School-to-Career Action Network, the Boston Private Industry Council, the Center for Workforce Preparation of the U.S. Chamber of Commerce, the Corporation for Business, Work, and Learning, and the National Alliance of Business.

**Jobs for the Future**
88 Broad Street, 8th floor
Boston, MA 02110
(617)728-4446

Jobs for the Future, a national non-profit organization, advances the skills and knowledge required for success in the new economy. JFF identifies, analyzes, refines, and advocates for innovative educational and workforce development strategies that expand economic opportunity—for individuals and communities, locally and nationally, today and tomorrow.

**New Ways to Work**
785 Market Street, Suite 950
San Francisco, CA 94103
(415)995-9860

New Ways to Work provides technical assistance, training, customized tools, and facilitated support to employers, schools, community organizations, and community collaboratives interested in developing systems that better prepare young people for their future. NWW provides a range of services to enhance and improve workplace practices, career development activities, educational improvement efforts, and collaborative systems development in order to create powerful relationships and build significant connections among schools, community, and the workplace.

**AFL-CIO Working for America Institute**
1101 14th Street, NW, Suite 320
Washington, DC 20005
(202)638-3912

The AFL-CIO Working for America Institute promotes education, training and economic development to advance the interests of working families and their communities. Working in partnership with employers, government, and community groups, the institute fosters "high-road" approaches to worker training, technology development, and job creation.

**Bay Area School-to-Career Action Network (BaySCAN)**
c/o JointVenture Silicon Valley Network
99 Almaden Boulevard
Suite 700
San Jose, CA 95113-1605
(408)271-7214

BaySCAN is a regional coalition linking efforts and leveraging resources of fifteen local school-to-career partnerships and their community, education, and workplace partners to create a sustainable Bay Area school-to-career system.

**Boston Private Industry Council**
2 Oliver Street
Boston, MA 02109
(617)423-3755

The Boston PIC, one of the most established, innovative school-to-career intermediaries in the country, is active in the dissemination of Boston's experience to national audiences of business, educators, and community partnerships. It is also Boston's regional employment board.

**Center for Workforce Preparation**
**U.S. Chamber of Commerce**
1615 H Street, NW
Washington, DC 20062-2000
(202)463-5525
The U.S. Chamber is the world's largest business federation. The Center for Workforce Preparation, its non-profit education and training affiliate, assists local chambers that are committed to systemic education and training reforms, including school-to-career.

**Corporation for Business, Work, and Learning**
Center for Youth Development and Education
The Schrafft Center
529 Main Street, #110
Boston, MA 02129
(617)727-8158
CBWL, a state-charted, non-profit organization, specializes in workforce development, education reform, and business modernization. CYDE, a division of CBWL, is dedicated to developing innovative approaches to expand and enrich learning opportunities for young people.

**National Alliance of Business**
1201 New York Avenue, NW, Suite
700 Washington, DC 20005
(800)787-2848
The National Alliance of Business is a national business organization singularly focused on increasing student achievement and improving the competitiveness of the workforce. Its 5,000 members include Fortune 500 companies, their CEOs and senior executives, educators, and business-led coalitions.

## PROJECT SITES

Two dozen local organizations were selected to form the core of a peer learning network and to receive direct technical assistance through the School-to-Work Intermediary Project. These organizations are a diverse group. They include local school-to-work partnerships, non-profit organizations, Chambers of Commerce, Workforce Boards, labor organizations, and others. These groups receive focused support designed to enhance their organizational capacity to make strong connections between classrooms and workplaces. The organizations have access to project tools and resources, and they participate in local and national conferences, institutes, and site visits designed to strengthen their intermediary activities.

**BaySCAN**
c/o Joint Venture Silicon Valley Network
99 Almaden Blvd., Suite 700
San Jose, CA 95113-1605
(408)271-7214 or (408)938-1515
Fax: (408)271-7214
bob_pearlman@jointventure.org
sharon@bayscan.org
www.bayscan.org

**Berkshire County Regional Employment Board**
184 North Street, 2nd floor
Pittsfield, MA 01201
(413)442-7177, ext. 103
Fax: (413)448-2801
bcreb@berkshire.net

**Boston PIC**
2 Oliver St., 7th Floor
Boston, MA 02109
(617)423-3755
Fax: (617)423-1041
neils@bostonpic.org
ayeater@bostonpic.org
www.bostonpic.org

**Business and Education Partnership of Somerset/Hunterdon Counties**
P.O. Box 8088
Bridgewater, NJ 08807-8088
(908)725-6032
Fax: (908)722-6917
nlhartmann@hotmail.com

**Business/Education Expectations (BE²)**
3132 Pennsylvania
Kansas City, MO 64111
(816)751-4102/4125
Fax: (816)751-4101
vmiller@lx.org
www.be2.org

**Capital Area Training Foundation**
P.O. Box 15069
Austin, TX 78761-5069
(512)323-6773, ext. 154 or (512)323-6773, ext. 110
Fax: (512)323-5884
rrowan@catf-austin.org
jfitzpatrick@catf-austin.org
www.catf.austin.org

**Career Partners, Inc./**
**Tulsa Chamber of Commerce**
616 South Boston
Tulsa, OK 74119
(918)560-0241
Fax: (918)599-6146
waynerowley@tulsachamber.com
jeffwalderich@tusachamber.com
www.tulsachamber.com

**Charleston Metro Chamber of Commerce**
**Education Foundation**
P.O. Box 975
Charleston, SC 29402-0975
(843)805-3058
(843)805-3032
Fax: (843)723-4853
sdenaux@charlestonchamber.org
spilley@charlestonchamber.org
www.charlestonchamber.net

**East Bay Learns**
313 W. Winton Ave
Hayward, CA 94544
(510)670-4250
Fax: (510)670-4207
sdarche@aol.com
lroe@clpccd.cc.ca.us
www.EBLearns.org

**Fox Cities Alliance for Education**
P.O. Box 1855
Appleton, WI 54912-1855
(920)734-7101
Fax: (920)734-7161
jgarton@foxcitieschamber.com
www.foxcitieschamber.com

**Greater Louisville Inc.**
**(Louisville Chamber of Commerce)**
600 W. Main St, Suite 532
Louisville, KY 40202
(502)625-0089
Fax: (502)625-0010
Lneal@greaterlouisville.com
www.greaterlouisville.com

**Illinois Federation of Labor, AFL-CIO**
534 S. 2nd Street
Springfield, IL 62704
(217)544-4014
Fax: (217)544-0225
mhunter651@aol.com

**LEED Sacramento**
2710-S Gateway Oaks Dr., #200
Sacramento, CA 95833
(916)641-4180 or (916)920-6079
Fax: (916)920-6009
bgray@leed.org
tmorin@leed.org
www.leed.org

**Middle Rio Grande Business and**
**Education Collaborative**
Alvarado Square, MS 2119
Albuquerque, NM 87158-4364
(505)241-6566
Fax: (505)241-4364
llangley@nm.net
www.mrgbec.org

**New Bedford Public Schools**
455 County Street
New Bedford, MA 02740
(508)997-4511, ext. 3328
Fax: (508)991-7483
rdlouhy@newbedford.k12.ma.us

**New York Citywide STW Alliance**
84 William St, 14th fl
New York, NY 10038
(212)803-3317
Fax: (212)952-1358
Tomjpen@aol.com
www.nycnet.edu/stw

**Philadelphia Youth Network/EfE**
734 Schuykill Ave., JFK Center, Room 681
Philadelphia, PA 19146-5740
(215)875-3823 or (215)875-3801
Fax: (215)875-5740
mjorner@phila.k12.pa.us
mjclancy@phila.k12.pa.us
www.phila.k12.pa.us

**Potomac Regional Education Partnership**
2011 Eye St., NW, #200
Washington, DC 20006
(202)994-9132
Fax: (202)467-4283
jnurse@gwu.edu
www.gwu.edu/~prep

**Rochester Area Career Education Collaborative**
930 East Avenue
Rochester, NY 14607-2296
(716)244-8835, ext. 3040
Fax: (716)244-4864
kdr@imcouncil.com

**San Diego Workforce Partnership**
1551 Fourth Ave., #600
San Diego, CA 92101
(619)744-0309
Fax: (619)238-6063
Janice@workforce.org
www.workforce.org

**Sonoma County STC Partnership**
5340 Skylane Blvd.
Santa Rosa, CA 95403
(707)524-2851
Fax: (707)435-9195
hramstad@scoe.org
mwertz@pet.k12.ca.us
www.nww.org

**Southwest Idaho STW Partnership,**
**Boise Metro Chamber**
P.O. Box 2368
Boise, ID 83701
(208)472-5220
Fax: (208)472-5201
sberning@boisechamber.org
bsch1948@aol.com
asanch46@micron.net
www.webpak.net/~swstw

**Tulare County Office Of Education**
2637 W. Burrel
Visalia, CA 93278-5091
(559)733-6101
Fax: (559)737-4378
randyw@tcoe.org
*and*
**Tulare County Workforce Investment Board**
2374 W. Whitendale
Visalia, CA 93278-5091
(559)737-4246 or (800)367-8742
Fax: (559)737-4252
ecaudill@tepic.org
www.eecaudill@tcpic.org

**Youth Trust**
81 South 9th St., #200
Minneapolis, MN 55402
(612)370-9176 or (612)370-9173
Fax: (612)370-9195
dmoen@youthtrust.org
ebullock@youthtrust.org
www.youthtrust.org

## Appendix III:

# How Network Members Fund the Connections Between Schools and Communities

| | EARNED INCOME | FEDERAL | STATE, COUNTY, LOCAL | PRIVATE SECTOR | FOUNDATIONS |
|---|---|---|---|---|---|
| BaySCAN | Products, services | | State univ., county ed offices | In-kind donations of time, staff, experiences, material, and space from local and national corporations | Local community foundations, other local foundations |
| Berkshire County REB | | | Most workplace activities are state- funded | In-kind contributions from employers: guest speakers, company tours, curriculum development, and mentoring activities | |
| Boston PIC | | STW/JTPA/WIA, YOA/UROG, other federal | STW, Connecting Activities Fund, Summer Jobs | Employer time for planning for and coordinating student jobs and school activities | National foundations, local community foundations |
| Business and Education Partnership | Services | | County, local school districts | In-kind donations from national corporations | |
| CPI | Services | Teaching Tomorrow's Teachers to Use Technology in the Classroom | STW, Office of Juvenile Affairs, Juvenile Delinquency Prevention Grant | In-kind donations of time, staff, services, material, space from local and national corporations | National corporate foundations, other national foundations, local community foundations, other local foundations |
| Charleston Metro Chamber | Event fees and sponsorships, school district contracts | STW/JTPA/WIA through school districts | STW through school district | In-kind donations of time, staff, and services from local and national corporations | Local community foundations, other local foundations |
| East Bay Learns | | STW/JTPPA/WIA, YOG, Perkins/Tech Prep, Gear UP, 21st Century Grants | STC, RWPEDA, California partnership grants, county office and local districts | Support from local and national employers | National corporate foundations |
| Fox Cities Alliance for Education | District members pay annual fee | STW/JTPA/WIA, Perkins/Tech Prep, Other DOE | STW, funds for math/science academy from Wisconsin Academy of Science, Arts, and Humanities | In-kind donations of time, staff, services, material, and space from local and national corporations and local employer associations | National corporate foundations, local community foundations, other local foundations |
| Greater Louisville, Inc. | | WIA, Perkins/Tech Prep | Vocational education | In-kind donations of equipment, staff, and services from local employer associations | Local community foundations |
| LEED Sacramento | Products, services | STW/JTPA/WIA, DOL for employer engagement, Perkins/Tech Prep | STW, DOE for Communities in School for Career Success (CS$^2$) | In-kind donations of office space, materials, computers, and phones from local and national corporations | National corporate foundations, other national foundations, local community foundations |
| MRGEEC | Products, membership dues | | STW (and soon WIA) | In-kind donations of material and space from local and national corporations | |
| NYC STW Alliance | Services | STW | | In-kind donations from local and national corporations | National foundations |
| Philadelphia Youth Network/E$^3$E | | STW/JTPA/WIA, YOG, Other DOL, Perkins/Tech Prep, Gear Up, 21st Century CLC | STW, vocational education, other DOE, other state | In-kind donations of time, staff, services, material, and space from local corporations, local employer associations, and unions | National corporate foundations, other national foundations, local community foundations, other local foundations |
| San Diego Workforce Partnership | | STW/JTPA/WIA, YOG, Other DOL, Perkins/Tech Prep, Gear Up, Justice Dept, TANF incentive funds | | In-kind donations from local and national employers, employer associations, and unions | National foundations, local community foundations |
| Sonoma County STC Partnership | BIT days, teacher fellowships, student internships | STW/JTPA/WIA, Perkins/Tech Prep, other DOE, other federal | STW, DOE for CS$^2$ project, community economic development | Financial donations from local employers, in-kind donations of time, staff, services, space, and material from labor unions | |
| Tulare County Workforce Investment Board | Services | STW/JTPA/WIA, Perkins/Tech Prep, other DOE (high school equivalency prep), Dept. of Conservation/Recycling, HUD Youthbuild, 21st Century Learning | STW, vocational education, DOE for charter schools for out-of-school youth, community economic development, weatherization grant for Youth Corps | In-kind donation of time, staff, services, material, and space from Chambers of Commerce | |
| Youth Trust | Services | | STW | Support from local and national employers and local employer associations | National corporate foundations, other national foundations, local community foundations, other local foundations |

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# For More Information: Publications and Web Sites

## PUBLICATIONS

These publications are of value to intermediary organizations seeking effective, sustainable strategies for convening key partners and connecting schools and workplaces. This brief list draws on the work of the project partners and network sites and other sources.

*Benchmarks for Success in High School Education: Putting Data to Work in School-to-Career Education Reform*, by Susan Goldberger, Robert Keough, and Cheryl Almeida. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University, forthcoming.

*The Bigger Picture*. A guide to building employer capacity to develop and maintain partnerships with education. Contact: Oregon Worksite 21, 1100 Southwest Sixth Avenue, Standard Plaza, Suite 1608, Portland, OR 97204, (503)952-0001, www.Worksite21.org

*Boston Supervisor Survey*. Boston, MA: Jobs for the Future, 1999. A summary of a survey of local employers who supervise young people in school-to-career work experiences, including their responses on: the quality of work-based placements; factors that affect quality; and what employers get out of work-based placements.

*Both Sides Now: New Directions in Promoting Work and Learning for Disadvantaged Youth*, by Richard Kazis and Hilary Kopp. Boston, MA: Jobs for the Future, 1997. Emphasizes the need to address both sides of the labor market—the supply side and the demand side—simultaneously.

*Building Strong School-to-Work Systems*, by Stephen Hamilton and Agnes Hamilton. Cornell Youth and Work Program and the NSTWO, 1999. Excellent resource on the characteristics of strong, sustainable state and local systems.

*Common Purpose: Strengthening Families and Neighborhoods to Rebuild America*, by Lisbeth B. Schorr. New York: Anchor, 1998. How what works in small-scale pilot programs can be adapted on a large scale, including the role of intermediaries in replicating successful models.

*Connecting Activities in School-to-Career Programs: A User's Manual*, by Alex Hoffinger and Charles Goldberg. Boston, MA: Bay State Skills Corporation, 1995. Practical suggestions, drawn from effective program practice nationwide, on how to implement the connecting functions described in the School To Work Opportunities Act.

*Defining Features Self Assessments*. Washington, DC: National School-to-Work Office, 2000. Tools, structured around the STW Defining Features, designed to promote continuous improvement of school-to-work systems. For further information or for assistance with the assessments, contact: Laura Errico, NSTWO, 400 Virginia Avenue, SW, Room 210, Washington, DC 20024, (202)401-6222, Laura_Errico@ed.gov. Copies can be downloaded from the NSTWO Web site: www.stw.ed.gov.

*Directory of ALL MEANS ALL School-to-Work Award Sites*. National Transition Network, Institute on Community Integration, University of Minnesota College of Education and Human Development. Profiles and contact information for model school-to-work projects that received a national *ALL Means ALL Award* for exemplary practices for including all youth, including youth with disabilities, in school-to-work. To download profiles, go to http://ici.umn.edu/all. For print copies, contact Mary Mack at (612)624-7579.

*e-Mentoring: A Model and Guide for a New Concept in Mentoring*. Minneapolis: Youth Trust, 1999. A 47-page manual on planning an e-mentoring program. For copies, contact: Youth Trust, ($24.95 plus shipping and handling), 81 South 9th St.,

#200, Minneapolis, MN 55402, or download from the Youth Trust Web site: www.youthtrust.org.

*Employer Best Practices in School-to-Career.* BaySCAN and the Bay Area Council, 1999. The engagement of San Francisco Bay Area employers in school-to-career partnerships, creating powerfully integrated school, community, and worksite learning opportunities for students. Download from the BaySCAN Web site: www.bayscan.org; for print copies ($7.50), contact Ken Sorey, BaySCAN, c/o Joint Venture: Silicon Valley Network, 99 Almaden Blvd., Suite 700, San Jose CA 95113.

*Employer Toolkit: Tools for Employers and Tools for Service Providers.* National Transition Alliance and the Academy for Educational Development. To download, go to: www.dssc.org/nta/html/toolkit.htm. For print copies (quantities are limited), call (202)884-8182 or e-mail nta@aed.org.

*The Employer's Role in Linking School and Work* and *The Employer's Role in Linking School and Work: Lessons from Four Urban Communities.* Washington, DC: Committee for Economic Development, 1998. Prepared for CED by Jobs for the Future, these two volumes examines the employer's role in strengthening the connections between school and the job market in an era when the demand for high-level skills is rising rapid. To download, go to: www.ced.org/pubs/school2work.htm. For print copies, contact CED, 2000 L St., NW, Suite 700, Washington, DC 20036, (202)296-5860.

*Ensuring Access, Equity, and Quality for Students with Disabilities in School-to-Work Systems: A Guide to Federal Law and Policies.* Guidance for state and local administrators and others responsible for planning and implementing comprehensive school-to-work systems for all students. Available from the National Transition Network, (612)624-4512, publications@icimail.coled.umn.edu, http://ici2.umn.edu/ntn/pub.

*Expanding Options For Students: Report to Congress on the National Evaluation of School-to-Work Implementation*, by Alan Hershey, Marcia Silverberg, and Joshua Haimson. Mathematica Policy Research, February 1999. www.mathematica-mpr.com.

*Family Involvement Toolkit.* Boston: Center for Youth Development and Education, 2000. A manual that includes tip sheets, handouts, examples, and resources for family members and school- and district-based practitioners. Contact: CYDE, Schrafft Center, 529 Main Street, #110, Boston, MA 02129, (617)727-8158, www.cbwl.org.

*Funding and Sustaining School-to-Work Programs for Hard to Serve Youth*, by J. Zinser. Denver: National Conference of State Legislatures, 1998.

*Getting a Second Chance: Developing a School-to-Work System for Out-of-School Youth.* Available from Alternative Schools Network, 1807 West Sunnyside, Suite 1D, Chicago, IL 60640, (773)728-4030, altschools@aol.com, http://members.aol.com/AltSchools.

*Home-Grown Progress: The Evolution of Innovative School-to-Work Programs*, by Rachel A. Pedraza, Edward Pauley, and Hilary Kopp. New York: Manpower Demonstration Research Corporation, 1997. Chronicles the development of 16 school-to-career initiatives.

*Improving Low Income Job Seekers' Employment Prospects: The Role of Labor Market Intermediaries. A Background Paper*, by Richard Kazis. Boston, MA: Jobs for the Future, 1999. Prepared for the UK/US Seminar on Labor Market Intermediaries, Ashridge Management Centre, July 15-16, 1999, sponsored by the New Deal Task Force and the Rockefeller Foundation. Report and accompanying case studies of emerging models for helping less-skilled individuals succeed in the labor market.

*Learning Collaboratives Guiding Principles.* Available from BaySCAN, c/o Joint Venture Silicon Valley Network, 99 Almaden Blvd., Suite 700, San Jose, CA 95113-1605, (408)938-1515, www.bayscan.org.

*Learning Through Work: Designing and Implementing Quality Worksite Learning for High School Students*, by Susan Goldberger, Richard Kazis, and Mary Kathleen O'Flanagan. New York: Manpower Demonstration Research Corporation, 1994. A guide to help practitioners deal with the greatest challenges of implementing school-to-work programs: involving large numbers of employers and providing high-quality learning experience in the workplace.

*Learning to Work: Employer Involvement in School-to-Work Transition Programs*, edited by Thomas R. Bailey. Washington, DC: The Brookings Institution, 1995. Employers, educators, and policymakers discuss ways to increase the quality and quantity of work-based education.

*Learning Well at Work: Choices for Quality*, by Mary Agnes Hamilton and Stephen F. Hamilton. New York. Ithaca, NY: Cornell University, 1997. A guide for people in workplaces and schools who plan, direct, or evaluate work-based learning opportunities for youth.

*Massachusetts Work Based Learning Plan.* A tool used by groups across the state to help improve the quality of students' work-based learning experiences. To download copies, go to the Massachusetts Department of Education Web site: www.doe.mass.edu/stw/mwblp.html.

*Pathways to Education Reform: Meeting High Standards for all Students through a Career Pathways Approach*, by Charles Goldberg and Alex Hoffinger. Boston, MA: Corporation for Business, Work, and Learning, 1999. This publication describes the career pathways approach, including core goals, key elements of the concept, implementation options, and examples of successful pathways implemented at high schools across the country.

*Proceedings of the Workplace and Education Standards Institute, A Professional Development Program for Educators, July 6-16, 1998.* New York: NYCSTWA. Contact New York Citywide STW Alliance, 84 William St. 14th fl., New York, NY 10038, (212)803-3317, www.nycnet.edu/stw

*Project-Based Learning: A Strategy for Teaching and Learning*, by William Diehl, Terry Grobe, Hector Lopez, and Christine Cabral. Boston, MA: Center for Youth Development and Education, 1999. A manual on implementing project-based learning.

*Retail Skills Standards at Work: Best Practice Manual.* Washington, DC: National Retail Federation, 1999.

*School to Work Governance: A National Review*, by Bari Anhalt Erlichson and Carl E. Van Horn. Consortium for Policy Research in Education, University of Pennsylvania, June 1999. Prepared for the National School-to-Work Office.

*School-to-Work Resources for System Builders.* A technical assistance resource directory to facilitate the inclusion and participation of youth with disabilities in school-to-work systems. Available from the National Transition Network, (612)624-4512, publications@icimail.coled.umn.edu, http://ici2.umn.edu/ntn/pub/

## WEB SITES

*These Web sites are of value to intermediary organizations seeking effective, sustainable strategies for convening key partners and connecting schools and workplaces. This brief list draws on the work of the project partners and network sites and other sources.*

**School-to-Work Intermediary Project Partners**

Jobs for the Future: www.jff.org

New Ways to Work: www.nww.org

AFL-CIO Working for America Institute: www.workingforamerica.org

Bay Area School-to-Career Action Network: www.bayscan.org

Boston Private Industry Council: www.bostonpic.org

Center for Workforce Preparation, U.S. Chamber of Commerce: www.uschamber.org org

Corporation for Business, Work, and Learning: www.cbwl.org

National Alliance of Business: www.nab.com

**Intermediary Network Members with Web Sites**

BaySCAN: www.bayscan.org

Boston Private Industry Council: www.bostonpic.org

Business/Education Expectations: www.be2.org

Capital Area Training Foundation: www.catf.austin.org

Career Partners, Inc./Tulsa Chamber of Commerce: www.tulsachamber.com

Charleston Metro Chamber of Commerce Education Foundation: www.charlestonchamber.net

East Bay Learns: www.EBLearns.org

Fox Cities Alliance for Education: www.foxcities chamber.com

Greater Louisville, Inc.: www.greaterlouisville.com

LEED Sacramento: www.leed.org

Middle Rio Grande Business and Education Collaborative: www.mrgbec.org

New York Citywide STW Alliance: www.nycnet.edu/stw

Philadelphia Youth Network/Philadelphia School District Education for Employment: www.phila.k12.pa.us

Potomac Regional Education Partnership: www.gwu.edu/-prep

San Diego Workforce Partnership: www.workforce.org

Sonoma County STC Partnership: www.nww.org

Southwest Idaho STW Partnership, Boise Metro Chamber: www.webpak.net/-swstw

Tulare County Office Of Education/Tulare County: Workforce Investment Board: www.eecaudill@tcpic.org

Youth Trust: www.youthtrust.org

**Other Helpful Sites**

All Means All School-to-Work: ici.umn.edu/all
The efforts of school-to-work partners to ensure access to and choice by all learners within their local system

Alternative Schools Network: http://members.aol.com/AltSchools
A network of non-public, alternative, community-run schools

American Association of Community Colleges: www.aacc.nche.edu
A national voice for two-year associate degree granting institutions

American Society for Training and Development: www.astd.org
Provides leadership to individuals, organizations, and society to achieve work-related competence, performance, and fulfillment

American Youth Policy Forum: www.aypf.org
A nonpartisan professional development organization providing learning opportunities for policymakers on youth issues at the local, state and national levels

Business Coalition for Education Reform: www.bcer.org
Promotes business involvement in education at the national, state, and local levels

Coalition of Essential Schools: www.essentialschools.org
A decentralized network of regional centers that provide technical assistance and personalized support to schools

Committee for Economic Development: www.ced.org
An independent, nonpartisan policy research group of business leaders and educators committed to a stronger and more productive economy, a freer global trading system, and greater opportunity for all Americans

Communities in Schools: www.cisnet.org
Champions the connection of needed community resources with schools to help young people learn, stay in school, and prepare for life

Job Corps: www.jobcorps.org
The nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24.

Manpower Demonstration Research Corporation: www.mdrc.org
A non-profit, nonpartisan social policy research organization dedicated to learning what works to improve the well-being of low-income people

Manpower Development Corporation: www.mdcinc.org
Works with leaders in the South to address workforce and economic development challenges that impede progress for the region and its people

Mathematica Policy Research, Inc.: www.mathematica-mpr.com
Conducts evaluations of public programs and demonstrations undertaken in the United States to provide a sound foundation for decisions that affect the well-being of Americans

National Association of Manufacturers: www.nam.org
Seeks to enhance the competitiveness of manufacturers and improve living standards for working Americans by shaping a legislative and regulatory environment conducive to U.S. economic growth

National Center on Education and the Economy: www.ncee.org
Helps states and localities build the capacity to design and implement own education and training systems

National Employer Leadership Council: www.nelc.org
Aadvocates and supports school-to-career initiatives combining classroom courses and real-life learning to ensure all students meet high standards

The National Information Center for Children and Youth with Disabilities: www.nichcy.org
A national information and referral center on disabilities and disability-related issues for families, educators, and other professionals

National Research Center for Career and Technical Education *and* National Dissemination Center for Career and Technical Education: http://www.nccte.com
A consortium of providers of education for career and technical instructors, administrators, and counselors—both initial and continuing preparation

National School-to-Work Office Learning and Information Center: www.stw.ed.gov
Resources for partnerships, practitioners, and the public at large seeking build successful school-to-work systems

The National Transition Alliance for Youth with Disabilities: www.dssc.org/nta
Promotes the transition of youth with disabilities toward desired post-school experiences, including gainful employment, postsecondary education and training, and independent living

The National Transition Network: http://ici2.coled.umn.edu/ntn
Provides technical assistance and evaluation services to states with grants for Transition Systems Change and School-to-Work

National Youth Employment Coalition, Promising and Effective Practices Network: www.nyec.org/pepnet/index.html
Works to improve programming and capacity in the youth employment/development field, increase support for effective youth programming, and inform public policy

Tutor/Mentor Connection: www.tutormentorconnection.org
Aimed at building and sustaining a "village" of great tutor/mentor programs

U.S. Department of Education: www.ed.gov
Information on such topics as funding opportunities, research and statistics, news and events, programs and services, publications and products, and on-line educational resources

U.S. Department of Education, Office of Special Education Programs: www.ed.gov/offices/OSERS/OSEP/index.html
Focuses on the free, appropriate public education of children and youth with disabilities from birth through age 21

U.S. Department of Labor: www.dol.gov
Information on such topics as agencies, libraries, laws and regulations, statistics and data, news, programs and services, and related sites

U.S. Workforce.Org—Gateway to Information on the Workforce Investment Act: www.usworkforce.org
Designed to provide answers to current and emerging questions about WIA.

Youth Opportunity Movement: www.yomovement.org
A partnership-building network that helps communities access resources to help at-risk youth

YouthBuild: www.youthbuild.org
A comprehensive youth and community development program, as well as an alternative school

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**Appendix V:**

# CD-ROM Directory

The CD-ROM that comes with *The Intermediary Guidebook* contains materials developed or collected by the School-to-Work Intermediary Project. This includes:

*Tools* to assist communities in the assessment, planning, and implementation of efforts to build and sustain their system;

*Case Studies* that document the approaches of effective intermediary organizations for achieving the key strategic functions of school-to-career intermediaries;

*Issue Briefs* that present information and analysis on topics relevant to intermediaries; and

*Snapshots* that illustrate high-value intermediary activities and the strategies local organizations have used for sustaining them.

## TOOLS

| TOOL/RESOURCE | THIS TOOL WILL HELP YOU |
|---|---|
| **School-to-Work Intermediary Project Tools** | |
| Stages Matrix | Understand the stages of Making and Managing Community Connections |
| Strategic Intermediary Functions | Understand the Strategic and Operational Intermediary Functions |
| Why?What chart | Develop a common language and framework for planning |
| **Assessment Tools**:<br>Making and Managing Community Connections<br>Strategic Intermediary Functions<br>Operational Intermediary Functions | Identify progress toward the outcome measures and priorities |
| **Workplans**:<br>Making and Managing Community Connections<br>Strategic Intermediary Functions<br>Operational Intermediary Functions | Map out and guide the implementation strategy |
| Workplan Progress Report | Document progress toward objectives |

| | |
|---|---|
| **Sample Process and Facilitation Tools** | |
| Operational Intermediary Functions: Planning Matrix | Identify who is performing various activities and intermediary functions |
| Strategic Intermediary Functions: Planning Matrix | Identify who is performing various activities and intermediary functions |
| Building the Intermediary: Up Front Decisions Agenda | Facilitate and reach consensus on roles and operational relationships of key partners |
| Issues and Options Worksheet | Identify activities, issues, and opportunities for each strategic and operational intermediary function |
| **Planning and Operational Tools** | |
| Collaboration Guide for Employers and Schools | Support collaborative development among key stakeholders |
| Focus Groups for Teachers | Structure and facilitate effective customer focus groups |
| **Resource Mapping Tools** | |
| STC Resource and Activity Profiles | Identify all youth-employment activities and resources provided by programs and businesses |
| **WBL Implementation Materials** | |
| Massachusetts Work-Based Learning Plan | Create and implement a SCANS-based learning plan and assessment system |
| Youth Worker Evaluation | Assess attainment of SCANS competencies |
| Work-Based Learning Consensus-Building Process and samples | Develop consensus on and common definitions of work-based learning activities |
| **Surveys and Evaluation Material** | |
| CS$^2$ Planning and Evaluation System | Articulate goals, needs, priorities, and proposed action steps |
| Student Survey | Gain input from students |
| **Factsheets** | |
| Apprenticeship Fact Sheet | Articulate and define apprenticeship opportunities and regulations |
| The Work Learning Process: What the Worksite Supervisor Should Know | Assist supervisors in providing learning-rich work-based learning opportunities |
| Legal Issues for Youth in the Workplace | Identify and communicate health, safety and child labor regulations |

## CASE STUDIES

The case studies document the approaches of effective intermediary organizations for achieving the key strategic functions of school-to-career intermediaries:

- Convene local leadership;
- Broker and provide services;
- Ensure the quality and impact of local efforts; and
- Promote policies to sustain effective practice.

***NOTE:*** *The case studies were prepared between mid-1999 and early 2000 and posted on the Intermediary Project Web site. These organizations have continued to evolve since these studies were completed.*

**BaySCAN, San Rafael, CA**
The Bay Area School-to-Career Action Network—BaySCAN—is an "organization of organizations," a coalition of business, labor, education, and local school-to-career partnerships that is engaged in developing an infrastructure to support school-to-career throughout the San Francisco-Oakland-San Jose region. BaySCAN is also a "virtual organization." That is, it accomplishes its goals through working committees that coordinate the efforts of a variety of individuals and other organizations.

**Boston Private Industry Council, Boston, MA**
For almost 20 years, the Boston PIC has engaged with public education reform as central to its mission: making the workplace a learning place for Boston's youth and adults. The PIC has achieved national recognition for its services as an intermediary—organizing, staffing, and leading the participation of employers in school-to-career. The staff of the Boston PIC actively recruit and support the involvement of private-sector employers in school-to-career.

**Capital Area Training Foundation, Austin, TX**
The Capital Area Training Foundation is an employer-driven intermediary that supports employer priorities in school-to-career activities and workforce development. Created in 1994, it assumes that employers are more likely to participate in education reform if they can do so through an employer-led entity. This explicit grounding in the private sector sets CATF apart from many local partnerships, which are often dominated by schools and educators.

**LEED Sacramento, Sacramento, CA**
LEED is the primary school-to-career intermediary in the Sacramento region. It uses industry-developed skills standards in the region's high-growth, high-wage industries as the organizing element for developing and implementing school-based learning, work-based learning, and connecting activities. The standards form the basis for creating relevant curricula and learning experiences; valid, reliable assessment tools and procedures; and skill certificates widely accepted by industry.

**Middle Rio Grande Business and Education Collaborative, Albuquerque, NM**
In New Mexico, the Middle Rio Grande Business and Education Partnership has developed a region-wide school-to-career system by managing grants and creating industry-specific business-education partnerships. MRGBEC brings key leaders together for ongoing dialogue and decision-making related to implementing a school-to-career system across the region, and it has begun to encourage and advocate for public policies necessary to promote and sustain effective school-to-career practices.

**Oregon Business Council/Oregon Worksite 21, Oregon (statewide)**
The Oregon Business Council has been a leader in supporting, protecting, and implementing the Oregon Educational Act for the 21st Century, which initiated a comprehensive, statewide education reform. OBC created Oregon Worksite 21 to build employer capacity to develop and maintain partnerships with education. Together, OBC and Oregon Worksite 21 have helped set the stage for the state-wide expansion of school-to-career and the provision of work-based learning opportunities for large numbers of young people.

**Partners in Public Education, Grand Rapids, MI**
Partners in Public Education, a school-to-career intermediary organization for Grand Rapids, Michigan, and surrounding Kent County, is a member of the Public Education Network. With a focus on improving student achievement in public schools, it helped build and promote a coherent vision of school restructuring. Beginning in 1986, PPE created long-term, school-business partnerships for all 65 Grand Rapids schools.

**Philadelphia Youth Network/Education for Employment, Philadelphia, PA**
In 1992, to implement school-to-career on a large scale, the Philadelphia School District turned to its Education for Employment Office. EfE, in turn, established a structure to convene and organize community involvement for school-to-career implementation as a key component of systemic education reform. At the same time, EfE has created and supported work-based learning opportunities, reaching over 3,000 youth in the 1997-98 school year. In 1999, EfE and a number of school-to-career partners established the Philadelphia Youth Network to coordinate the activities of the city's youth-development organizations.

**Springfield Communities and Schools for Career Success, Springfield, MA**
Springfield CS2 is a leading site for a nationally recognized, capacity-building initiative focused on school-to-career, education reform, and youth development. It has created a strong, sustainable school-to-career intermediary structure operating out of the Springfield Public Schools. CS2 staff—called "school-community entrepreneurs" play two roles: "change agents" within the schools and "neutral" ambassadors to non-school partners. Equally important, CS2 demonstrates that community-based organizations can be active, valued partners in implementing the school-to-career agenda.

**Youth Trust, Minneapolis, MN**
Founded in 1989 to prevent adult unemployment through youth activities in the Minneapolis public schools, Youth Trust seeks to strengthen employer involvement in efforts to prepare young people for the labor market. Youth Trust runs several school-to-career programs that to bring schools, employers, and community resources together to help youth develop marketable skills. These programs: 1) build school-business partnerships; 2) provide mentoring and career-readiness training for middle and high school students; and 3) pilot new school-to-career high school programs.

## ISSUE BRIEFS

Issue briefs present information and analysis on topics relevant to intermediaries. They provide introductions for the members of the Intermediary Network and for others on important issues relevant to sustaining efforts to connect workplaces and other community resources to improve young people's academic and career-related learning experiences.

*NOTE: The Issue Briefs were prepared between mid-1999 and early 2000 and posted on the Intermediary Project Web site.*

**School-to-Work Partnerships and Youth Councils**
As a result of the Workforce Investment Act (WIA) of 1998, new local institutions—Youth Councils—will plan, coordinate, and oversee youth programs and services funded under the legislation. How should school-to-work partnerships and Youth Councils relate to one another? This brief assesses their varied options and opportunities and describes strategies that three local school-to-work partnerships are pursuing to work and coordinate with their local Youth Councils.

**State Strategies for Sustaining School-to-Work**
Venture capital under the School To Work Opportunities Act of 1994 has promoted significant state and local innovation. This School-to-Work Intermediary Project Issue Brief highlights state strategies for sustaining these initiatives after federal resources under the act are no longer available.

**School-to-Work Opportunities for All Youth—Intermediary Organizations and Expanding Options**
The School To Work Opportunities Act of 1994 requires that all young people have equal opportunities to participate in the activities it funds. This Issue Brief addresses the potential of intermediary organizations to create, enhance, and support connections among schools, employers, and other community partners to achieve that goal.

## SNAPSHOTS

These brief profiles illustrate high-value intermediary activities and the strategies that local organizations have used for sustaining them. They illustrate the different functions of school-to-work intermediaries. An index sorted by function follows the list of Snapshots. Note that some snapshots illustrate more than one function and that each organization engages in a number of activities in addition to those described in the snapshots.

*NOTE: The Snapshots were prepared between mid-1999 and early 2000 and posted on the Intermediary Project Web site.*

**Associated Equipment Distributors Foundation (AEDF), Oak Brook, IL**
Equipment and Technology Institute: Operating a standards-based industry partnership to create a career pathway combining technical training and honors-level academics

**Applied Information Management (AIM) Institute, Omaha, NE**
WINGS 21: Creating high school pathway programs to help address an anticipated need for skilled information technology workers

**Area 7 School-To-Work Initiative, Elizabethtown, KY**
Connecting with standards-based reforms: Fostering and sustaining school-to-career through establishing connections with mandated state educational standards

**Business Education Compact (BEC), Portland, OR**
C3 Fellowship Program: Providing summer work-based experiences for teachers to enhance classroom-workplace connections

**Business/Education Expectations (BE2): School-to-Career Partnership, Kansas City, MO**
Educator Externship Program: Providing teachers and school counselors with worksite experiences as a basis for developing classroom curricula

**Boston Private Industry Council (PIC), Boston, MA**
Massachusetts School-to-Work Connecting Activities Fund: Generating stable funding for intermediary activities through state legislation

**Boy Scouts of America, Southern New Jersey Council, Millville, NJ**
Exploring Program: Collaborating with community partners to link students with work-based learning activities related to career interests

**Cabrini Connections, Chicago, IL**
Tutor/Mentor Connection: Marketing and communications that link tutor/mentor programs together and draw resources to them

**Campbell County School-to-Career Partnership, Gilette, WY**
Marketing Materials: Producing easy-to-use outreach materials for involving potential partners from all sectors in school-to-career transitions

**Connecticut Business and Industry Association Education Foundation, Hartford, CT**
School-to-Career Employer Incentive Grants: Supporting the efforts of local employer associations and individual firms to recruit employers for school-to-career initiatives and strengthen their involvement

**Corporation for Business, Work, and Learning, MA (statewide)**
Connections for Learning: Using telementoring to connect school staff and students to the workplace and employers to the classroom

**Corporation for Business, Work, and Learning, MA (statewide)**
Diploma Plus: Developing and overseeing a competency-based, school-to-career initiative designed to connect high-risk youth to postsecondary learning opportunities

**Durham Workforce Partnership, Durham, NC**
C's the Future: Bringing together staff across various schools, based on high school feeder patterns, to develop a shared, systemic vision of academic and school success

**El Paso Collaborative for Academic Excellence, El Paso, TX**
Community involvement to achieve high standards: Involving education, business, and civic leaders in school-based, data-driven systems change

**Fort Worth Chamber of Commerce, Fort Worth, TX**
Jobs Skills Survey: Determining the skills required in local jobs in order to engage employers in providing guidance and support for schools

**Greater Houston Partnership, Houston, TX**
Municipal Bond Advocacy: Generating resources to support school improvement

**Greater Minneapolis Chamber of Commerce, Minneapolis, MN**
Voyager: Improving the skills of entry-level workers through enhanced postsecondary connections

**Industry Initiatives for Science and Math Education, Santa Clara, CA**
Summer Fellowship Program: Enriching classroom instruction by offering teachers the opportunity to experience work at high-tech companies

**Kern High School District, Career Resource Division, Bakersfield, CA**
Summer Works!: Providing work-based experiences that enhance the career options of disadvantaged youth

**Lancaster County Academy, Lancaster, PA**
Lancaster County Academy: Operating a school to provide opportunities for out-of-school youth and adults to earn a high school diploma while obtaining work skills and experience

**Loudon County Education Foundation, Loudon, TN**
Rural School-to-Career Programming: Generating high-quality programs and financial support for school-to-career programs in a rural region

**Maine Technical College System, Portland, ME**
Maine Career Advantage: Operating a two-year internship program with postsecondary academic credit and tuition assistance for work-based learning experiences

**Marriott Foundation for People with Disabilities, DC (national)**
Bridges . . . from School to Work: Facilitating competitive work opportunities for young people with disabilities who are exiting high school

**Maury County Education/Community/Business Partnership, Columbia, TN**
Teacher Think Tank: Bringing together business people and teachers from several local schools to discuss issues of mutual concern

**Metropolitan Tulsa Chamber of Commerce, Tulsa, OK**
Career Partners, Inc.: Providing supports and programs that encourage and facilitate business participation in school-to-career

**Milwaukee Area Technical College (MATC), Milwaukee, WI**
Community College as Communications Link: Providing structure and staffing for effective communication among the region's school-to-career stakeholders

**Montana State AFL-CIO, Helena, MT**
Labor-Business-Education Partnership: Mentoring and apprenticeship activities that partner labor organizations with secondary and postsecondary schools

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**Morris/Sussex/Warren School-to-Career Consortium and the Education Center, Parsippany, NJ**
Escucha Youth Mentoring Program: Working with Latino college students and professionals, the business community, and higher education institutions to create school-to-career programs for Latino youth

**MY TURN, Inc., Brockton, MA**
Champion High School: Mobilizing community partners and resources to create and support a high school that engages out-of-school youth and helps them achieve at a high level

**National Center for Construction Education and Research (NCCER), Gainesville, FL**
National Certification System: Developing training programs leading to skills credentials that are recognized nationally in the construction industry

**New Ways Workers-Sonoma County, Sebastopol, CA**
Connecting Students with Work Experiences: Arranging, supporting, and aligning youth employment with work-based learning programs and placements

**New York Citywide School-to-Work Alliance, New York City, NY**
The Workplace and Education Standards: A Professional Development Institute for Educators: Fostering the ability of teachers to incorporate workplace and academic standards into classrooms

**North Clackamas School District, Milwaukee, WI**
Professional Development in Project-Based Learning: Providing cadres of teachers with tools and training for connecting classroom experiences with the community and with content standards

**Onondaga-Cortland-Madison Board of Cooperative Education Services Transition Services, Cortland, NY**
Job Coaches for special populations: Supporting job coaches to improve the quality of workplace experiences for youth, define roles and expectations, and ensure readiness for the workplace

**Oregon Business Council/Oregon Worksite 21, OR (statewide)**
Statewide Assistance to Employers: Providing support services to employers across Oregon to develop, maintain, and advocate for partnerships with education

**Pinellas County School District, Pinellas County, FL**
Executive Internship Program (EIP): Providing structured internships for students to gain experience about professional careers

**The Potomac KnowledgeWay, Herndon, VA**
Regional Jobs Initiative: Preparing Washington, DC, inner-city youth for jobs in the regional information technology industry

**Potomac Regional Education Partnership, Washington, DC**
Regional Collaboration: Establishing a regional school-to-career partnership to coordinate information, resources, and activities

**Rhode Island Federation of Teachers and Health Professionals, Rhode Island**
Professional Development: Providing state-wide leadership to involve teacher union members in developing and implementing performance-based credentials for students

**Rochester Labor Council, Rochester, NY**
Rochester Education Alliance of Labor: Creating and facilitating teacher-worker teams to develop work-based curriculum materials that use the school as a workplace

**Salem County School-to-Careers Initiative, Pennsville, NJ**
Regional Collaboration: Convening a five-community partnership in a sustainable school-to-career program for all youth, ages 16-25

**School-to-Work Local Labor Market Area #16, Mt. Vernon, KY**
Student Partnership Council: Involving students in the planning, implementation, and oversight of the school-to-career system

**School District of Philadelphia, Office of Education for Employment, Philadelphia, PA**
Cluster Resource Boards: Coordinating resources to support school improvement and community development

**South Central Iowa Federation of Labor, AFL-CIO, Des Moines, IO**
Engage Union Members in Partnerships: Training workplace mentors for students and facilitating apprenticeships through which labor organizations partner with secondary and postsecondary schools

**Southern California Edison, San Dimas, CA**
Job Skills Partnership Program: Supporting employer-union-school partnerships to help at-risk youth finish high school, attend college, and/or successfully enter the workforce

**Southwest Idaho School to Work, Boise, ID**
Engaging a Critical Mass of Teachers: Using teacher professional development to promote school-based and work-based learning, business engagement, and other school-to-career elements

**Target Group, Inc., Chicago, IL**
READY Program: Linking employers and schools through a sectoral approach by providing a communication link among students, schools, and employers in the retail industry

**Vermont Chamber of Commerce Business-Education Partnership, Montpelier, VT**
Workplace Mentoring: Supporting school-to-career statewide through extensive mentor training

**Westchester/Putnam School-to-Careers Partnership, Valhalla, NY**
Automotive Youth Educational Systems Program: Fostering collaboration between schools and automotive business partners to overcome the distinction between vocational and academic education

**Worcester Public Schools, Worcester, MA**
Work for Worchester's Youth: Creating summer work-based learning opportunities for large numbers of in-school and out-of-school youth, regardless of family income

**Youth Opportunities Unlimited, Cleveland, OH**
Project SMART: Local Industry Skill Standards: Convening employers and educators to create manufacturing skill standards that teachers can use in designing curricula

## INDEX OF SNAPSHOTS ACCORDING TO INTERMEDIARY FUNCTION

The strategic functions of school-to-work intermediaries, along with snapshots that illustrate them, are:

**Convene Local Leadership**

Area 7 STW Initiative

Boy Scouts of America, Southern New Jersey Council

Durham Workforce Partnership

El Paso Collaborative for Academic Excellence

Fort Worth Chamber of Commerce

Maury County Education/Community/Business Partnership

MY TURN, Inc.

New Ways Workers, Sonoma County

Potomac Regional Education Partnership

School District of Philadelphia, Office of Education for Employment

Target

Youth Opportunities Unlimited

**Ensure the Quality and Impact of Local Efforts**

Boy Scouts of America, Southern New Jersey Council

Corporation for Business, Work, and Learning (CFL-Telementoring)

Fort Worth Chamber of Commerce

Greater Minneapolis Chamber of Commerce

National Center for Construction Education and Research

New Ways Workers, Sonoma County

Potomac Regional Education Partnership

School District of Philadelphia, Office of Education for Employment

Southwest Idaho School-to-Work

Youth Opportunities Unlimited

**Promote Policies to Sustain Effective Practice**

Area 7 STW Initiative

Boston PIC

Connecticut Business and Industry Association Education Foundation

El Paso Collaborative for Academic Excellence

Greater Houston Partnership

Maine Technical College System

National Center for Construction Education and Research

New Ways Workers, Sonoma County

Oregon Business Council

Potomac Regional Education Partnership

School District of Philadelphia, Office of Education for Employment

Worcester Public Schools

**Broker and/or Provide Services to Employers, Educational Institutions, Young People, and the Youth-Serving System**

Intermediary organizations work:

*With employers/workplace partners* to create demand for working with youth and provide services to address the needs of the partners;

*With schools and youth-serving organizations* to build staff awareness and buy-in and provide services to support school involvement;

*With youth* to connect them to appropriate quality experiences and improve the quality of work-based learning; and

*With all partners* to provide the communications link among partners and create a system focused on quality and continuous improvement.

**With employers/workplace partners:**

Applied Information Management Institute

Boston PIC

Connecticut Business and Industry Associations Education Foundation

Fort Worth Chamber of Commerce

Greater Minneapolis Chamber of Commerce

Marriott Foundation for People with Disabilities

Metropolitan Tulsa Chamber of Commerce

Montana State AFL-CIO

National Center for Construction Education and Research

Oregon Business Council

South Central Iowa Federation of Labor

Southern Calif. Edison/Utility Workers Union/IBEW Local 246

Target

Vermont Chamber of Commerce Business-Education Partnership

**With schools and youth-serving organizations:**

American Federation of Teachers

Area 7 STW Initiative

Business-Education Compact

Business/Education Expectations: School-to-Career Partnership

Campbell County STC Partnership

Durham Workforce Partnership

Industry Initiatives for Science & Math

Milwaukee Area Technical College

New York Citywide STW Alliance

North Clackamas School District

Rochester Labor Council, AFL-CIO

School-to-Work LLMA #16

Southwest Idaho School-to-Work

**With youth:**

Applied Information Management Institute

Associated Equipment Distributors Foundation

Boy Scouts of America, Southern New Jersey Council

Business/Education Expectations: School-to-Career Partnership

Cabrini Connections

Career Resource Division, Kern High School District

Corporation for Business, Work, and Learning (CFL-Telementoring)

Corporation for Business, Work, and Learning (Diploma Plus)

Executive Internship Program

Greater Minneapolis Chamber of Commerce

Lancaster County Academy

Maine Technical College System

Marriott Foundation for People with Disabilities

Morris/Sussex/Warren School-to-Career Consortium and the Education Center

Montana State AFL-CIO

MY TURN, Inc.

National Center for Construction Education and Research

Onondaga-Cortland-Madison Board of Cooperative Education Services Transition Services

Salem County School-to-Careers Initiative

School-to-Work LLMA #16

Southern Calif. Edison/Utility Workers Union/IBEW Local 246

Southwest Idaho School-to-Work

Target

Westchester/Putnam STC Partnership

**With all partners:**

El Paso Collaborative for Academic Excellence

Loudon County Education Foundation

Maury County Education/Community/Business Partnership

Milwaukee Area Technical Colege

Potomac KnowledgeWay Project

School District of Philadelphia, Office of Education for Employment

Youth Opportunities Unlimited

For young people to succeed in life, they need to develop *competence, confidence, and connections to real-world experiences* at every point of their educational and career development. Our schools cannot do this alone. They need partners. For this reason, new collaborations are emerging at all levels of education, designed to promote young people's self-confidence about their abilities, increase their connections to adults and opportunities, and foster the academic and work-related competencies they need to succeed.

These partnerships do not come together automatically. Educational institutions are quite different from workplaces and other community resources. To bring these disparate worlds together to serve youth requires organizations prepared to play an *intermediary* role—organications that are committed, structured, and staffed to create, support, and sustain effective collaborations. *The Intermediary Guidebook* is designed for people and organizations who are engaging in these efforts across the country.